

# The Modern Language Journal

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# The Modern Language Journal

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## Jeremiah Denis Matthias Ford

THE passing on November 13, 1958 of Professor J. D. M. Ford, Smith Professor of the French and Spanish Languages, *Emeritus*, at Harvard University, deprives American humanistic studies of one of its finest scholars and teachers and the world of Hispanic and General Romance scholarship of an acknowledged leader. The successor of George Ticknor, Henry Wadsworth Longfellow, and James Russell Lowell in one of the historic professorships of American higher education, he attained the post in 1907, at the early age of 34, and filled it worthily and with national and international distinction until 1943, when he retired as Professor Emeritus. Dr. Ford's early recognition as a scholar won him the approval of his fellows; his appointment to the Smith Professorship was an instance of President Charles William Eliot's uncanny ability to select and advance young scholars that made the Harvard faculty of Eliot's day preëminent among American universities in so many fields of knowledge.

Jeremiah Denis Matthias Ford was born in Cambridge, Massachusetts, July 2, 1873, the son of Jeremiah Denis and Mary Agnes (Collins) Ford. He attended the public schools of Cambridge, and completed his college preparation at the North Monastery, Cork, Ireland, and the South Kensington Science and Art Department, London, England, distinguishing himself in Chemistry, Mathematics, English, and German. On returning to his native city, he entered the Harvard Law School in 1891, attaining honors in his first year, but in 1892 he transferred to Harvard College, from which he received the A.B. degree in 1894, *summa cum laude* and with highest honors in Modern Literature. His undergraduate honors included election to Phi Beta Kappa. After a summer in the British Isles and in France, he entered the Harvard Graduate School, attaining his A.M. in 1895 and his Ph.D. in 1897 in Romance Philology. In 1895 he was appointed Instructor in French (and Italian), in 1898 In-

structor in French (and Spanish), in 1899 Instructor in Romance Languages, in 1902 Assistant Professor of Romance Languages, and in 1907 Smith Professor of the French and Spanish Languages, the traditional title of the chair first occupied by George Ticknor, but which in Dr. Ford's case, as in that of his predecessors, included the whole range of Romance Language studies. He won two historic prizes as a graduate student, the Sales Prize in the Spanish language and the Dante Prize in Italian literature. During the academic year 1897-98 he was Harris Fellow, studying in Italy and in Paris (École des Chartes, École des Hautes Études, Collège de France) an experience that brought him into contact with the greatest Romance philologists of Europe, to whom his outstanding doctoral dissertation, "The Old Spanish Sibilants," had commended him. From 1899 on he taught at Radcliffe College as well as Harvard. In 1900 he taught at the Harvard Summer School, especially in classes for students from Cuba, to whom he lectured in Spanish on United States history—the beginning of a long and keen interest in Latin American studies and in the development of Inter-American cultural relations. In 1913 he made a tour of South America as a representative of North American universities, lecturing there and in the United States on his return. This interest bore fruit in three works by Harvard-trained scholars: Alfred Coester's pioneer *Literary History of Spanish America*, and Isaac Goldberg's *Brazilian Literature* and *Studies in Spanish American Literature*, suggested by Professor Ford; and later (1929) in the foundation of the Harvard Council on Hispanic Studies, directed by Dr. Ford and composed in the main of former students of his, which produced a long series of bibliographies and studies on Latin American literature, now unfortunately out of print. In 1918 Professor Ford was Lowell Institute Lecturer on Spanish and Spanish American Literature, one of the results of which was his *Main*

*Currents of Spanish Literature* (1919, 1925).

But Professor Ford's interest in General Romance studies and in Romance Philology never flagged. His *Old Spanish Readings* (1906, 1911, 1934, 1939) is a standard textbook in courses on Hispanic philology to this day. He continued to teach courses on the Italian chivalrous romances and on the novel and tale in Italy and Spain, on Old Spanish, on Old Portuguese, and after the retirement of his old teacher, Edward S. Sheldon, on Old French as well. Nor did he neglect Cervantes, on whom he published various articles and a selection of extracts from the *Don Quijote*, followed by a bibliography (1931), of Cervantes and his works, prepared in collaboration with Dr. Ruth Lansing, a former student; and, in collaboration with a lifelong friend, Karl T. Keller, an edition of the *Critical Bibliography of Editions of the Don Quijote* of Juan Suñé Benages and Juan Suñé Fonbuena (1939). His Portuguese studies also continued, resulting in an edition of Richard Fanshawe's translation of *Os Lusadas* of Camões (Harvard University Press, 1940) and an edition, with introduction and notes, of *Os Lusadas* in Portuguese (1946). He also published editions of the *Letters of King John III of Portugal* (1931), *Letters of the Court of John III, King of Portugal* (with L. G. Moffatt) (1933), and the *Crônica de Dom João de Castro* (1936). All this in addition to numerous textbooks, elementary and advanced, in Spanish and Italian, including the famous "Hills and Ford" Spanish (and Portuguese) grammars, written in collaboration with another old friend, E. C. Hills, with many later editions, in which Guillermo Rivera, J. de Siqueira Coutinho, and others also collaborated. Through all these years Dr. Ford also served as chairman of the Department of Romance Languages, taught a heavy schedule of undergraduate and graduate courses, and directed numerous doctoral dissertations. His service abroad included a year as Harvard Exchange Professor to the University of Paris and other French universities (1922) and another year (1925) as Director of the American University Union in Paris.

At home, he served as Chief Examiner in Spanish for the College Entrance Examination Board for many years; as a member of the

Cambridge School Committee; twice as Vice-President of the Modern Language Association of America; as President of the Dante Society, of the American Academy of Arts and Sciences, of the American Catholic Historical Association, and of the Mediaeval Academy of America; and Vice-President of The Hispanic Society of America. His foreign honors included election as Corresponding Member of the Spanish Academy, of the Academy of Belles-Lettres of Barcelona, and of the Académie des Inscriptions et Belles-Lettres of France; the Cross of the Légion d'Honneur, Commander of the Orden de Isabel la Católica of Spain, Officer of the Order of the Crown of Italy, and numerous others. American and foreign universities honored him with degrees: Toulouse with the Docteur-ès-Lettres; the National University of Ireland and Trinity College, Dublin, with Doctor of Letters degrees; Fordham University with the L.H.D.; and Bowdoin and Harvard with the Litt.D. Notre Dame University conferred on him the Laetare Medal. The foregoing is an incomplete list of his many honors.

What of Dr. Ford as a teacher? It is safe to say that few American scholars have had so deep and widespread an influence, both directly and through their students, as Professor Ford, whose former pupils and disciples have flourished for many years in universities and colleges in all sections of the United States and Canada. Devoted to him, he repaid their respect and affection by unfailing interest in their careers and quiet but effective watchfulness over their advancement. Many learned only indirectly and in afteryears of his generous words of praise in quarters where he could help them to wider opportunities. Graying hairs and increased responsibilities never led them to forget their proudest distinction: that of being among "Ford's boys." He had the gift of making friends—not easily or superficially, but on the basis of long association and mutual respect—among his Harvard colleagues, in the American Council of Learned Societies, in the "Club of Odd Volumes," and in other groups—this in spite of his unflinching intellectual honesty and outspokenness.

This was Ford the scholar, the teacher, the friend. But we have not mentioned his out-

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standing qualities, so characteristic of his heritage, as husband and father and grandfather—loving, affectionate, and proud in all his family relationships. In 1902 he married Anna Winifred Fearn, who made him a loving and loyal wife, interested in his work—she sometimes followed his courses at Radcliffe—and the mistress of a home of peace and dignity. Of their four children, Anna Elizabeth (Mrs. Hubert S. Packard) is the only one who followed closely in her father's footsteps, earning her Ph.D. at Radcliffe. Captain Robert Ford has had a distinguished career as an aviator and executive of Pan American World Airways. Elizabeth Frances is now Mrs. Rawson Lyman Wood. Richard Ford, M.D., is Medical Examiner of Suffolk County (Boston) and Assistant Professor of Legal Medicine in the Harvard Medical School. All are a credit to their father and mother and to the warmth of a good home in which happiness and duty obviously formed a perfect combination. They, like his students, will never lose the impress of a great personality: J. D. M. Ford.

With deep sorrow we realize that another Titan has fallen. Professor Ford was the last of the great scholars and teachers (Sheldon, Grandgent, Babbitt, and others) who made the Harvard Department of Romance Languages—and the same thing could be said of other Harvard departments—preëminent in my undergraduate days. With a few noteworthy exceptions, all these leaders were graduates of Harvard College, the "core" of the University.

In addition to publications already mentioned, Mr. Ford edited *Selections from Don Quixote* (1908); *El sí de las niñas* of Moratín (1899); *Spanish Fables in Verse*, with Elizabeth C. Ford (1918); Alarcón's *El Capitán Veneno* (1927) with Guillermo Rivera; and *A Spanish Anthology: A Collection of Lyrics from the Thirteenth Century Down to the Present Time* (1901, 1917). Like his predecessors in the Smith Professorship, he was active in the Dante

Society, and his continuing interest in Italian studies was manifested not only in his regular courses on "The Novel and the Tale in Italian and Spanish Literature" and on the Italian romances of chivalry, but also in his editions of Goldoni's *Un curioso accidente* (1899) and *The Romances of Chivalry in Italian Verse*, with Mary A. Ford (1904, 1906, 1908) (selections from Pulci, Boiardo, Ariosto, and Tasso).

Through the initiative of Urban T. Holmes, Jr. and other friends and former students, an impressive *Festschrift* in Ford's honor was published in 1948: *Medieval Studies in Honor of Jeremiah Denis Matthias Ford*, with contributions from many American colleagues, with whom European scholars like Ramón Menéndez Pidal, Mario Roques, and Lucien Foulet proudly associated themselves.

I shall always like to recall that one of Mr. Ford's most recent publications was his article on "The Significance of the Cervantes Quadricentennial," published in the Cervantes 400th anniversary issue of *Hispania* under my editorship in August, 1947, which ended with an original sonnet from Ford's pen in tribute to Cervantes that proved him not unworthy of the tradition of his poet-professor predecessors in the Smith Chair.

I can think of no more fitting close to this modest tribute to a great teacher and my dear master than a few lines from Longfellow's "Morituri Salutamos," written for the fiftieth anniversary of the Class of 1825 at Bowdoin College:

" . . . The love of learning, the sequestered nooks,  
and all the sweet serenity of books . . . .";

and again:

" . . . And as the evening twilight fades away  
The sky is filled with stars, invisible by day."

Our departed friend loved books and learning throughout a long and useful life, and he never lost sight of the stars. God rest his loyal soul.

HENRY GRATTAN DOYLE

*The George Washington University*

# Introduction to the US Army Language School

## HISTORY

THE US Army Language School was established in October 1941, just prior to Pearl Harbor, and was then known as the Military Intelligence Service Language School. During World War II its graduates served with distinction throughout the Pacific Theater as military linguists. Up to 1946 the school primarily conducted courses in the Japanese language, but as a direct result of our nation's broadening global commitments the Department of the Army expanded the activity to meet the peacetime needs of a Nation with perplexing responsibilities and interests in the remotest corners of the globe. New language courses were quickly added and today the United States Army Language School conducts training in 28 different languages.

The US Army Language School has a fairly extensive institutional history and over the past 16 years has gained considerable experience in intensive language training. More than 3 million class hours in foreign language instruction have been given since the school's inception in 1941 and approximately 22,000 students have been graduated from the campus in Monterey. This year approximately 2000 students will receive training by a faculty of over 450.

## FACULTY

The faculty of the school has been assembled from all over the world. Its members have come from 40 countries and are representatives of the principal world races and cultures. The uniqueness of our program dictates that each instructor be a native of the country whose language he is to teach and that, whenever possible, he shall have received the major portion of his education there.

Even though many of our faculty members have had extensive teaching experience elsewhere and notwithstanding the fact that all are carefully selected, each new member of the teaching staff is enrolled in a teachers' training

course. This training encompasses lectures on comparative linguistics, the nature of language, methodology and internal policies. It provides for demonstrations and practice teaching but its most unique feature is *the participation of the teacher trainee in a brief language course as a student*. The language selected is always one fundamentally different from his native tongue and one with which the new teacher is unfamiliar. This experience approaches the conditions faced by every student assigned for training at the school.

In this manner a newcomer to the academic staff not only learns the aims, course content and techniques of teaching but is also able to gain further and often significant insights into the intricacies and effects of our training by being placed as it were on the receiving end of the instructional effort. At the end of this training the instructor is assigned to his department for supervised teaching and further training, especially in the specific problems and course content of his department.

## AIMS AND MISSION

The mission of the school is to train selected individuals from the three branches of the Armed Services and from certain other governmental agencies, in such foreign languages as may be prescribed by the Department of the Army. General military terminology is included in the courses in order to enable the graduates to function as military linguists. The minimum objectives of this training are stated in priorities: *First priority: to teach the student to understand the target language and to speak it with both fluency and reasonable accuracy. His pronunciation should approximate that of a native speaker. Second priority: to teach the student to read and write the foreign language without limiting maximum training in the oral/aural skills.*

To achieve these pragmatic and specific objectives, all courses are based on the premise, that in order to learn to speak a language, it is

necessary to speak it—and speak it as much as possible during a concentrated period of time. We recognize that language is an arbitrary system of communication. Therefore, it is not necessary that the student be able to describe the system but he must always be able to use it. To state this in simpler terms: he need not know “why,” but he must always know “how.” We further base our instruction upon the fact that language is a set of habits which the student must master and control without conscious reference to the mechanics of grammar. In order to speak effectively he must acquire these habits through a very considerable amount of oral pattern practice until complete motor skill in manipulating the language is reached.

Students spend 6 hours a day in class for five days a week, in groups of 8 or less, and devote an average of 3 hours to after-class practice.

### THE COURSE

Courses of instruction vary in length, according to the purpose for which students are trained and depending upon the language taught.

Available are 47-week courses in Albanian, Arabic, Bulgarian, Chinese-Cantonese, Chinese-Mandarin, Czech, Finnish, Greek, Hungarian, Indonesian, Japanese, Korean, Lithuanian, Persian, Polish, Russian, Serbo-Croatian, Slovene, Thai, Turkish, Ukrainian, and Vietnamese.

Romanian is taught in a 37-week course. French, German, Italian, Portuguese, and Spanish courses are of 24-weeks duration.

Seventy-four week special extended courses are offered in Chinese-Mandarin, Japanese, and Korean. These enable students to attain a wider knowledge of military, geographic, economic, cultural and political information of the country in which the language is spoken. Students in the extended courses are selected from volunteers who have demonstrated better than average ability by the fifth month of training in the standard course. Such students work separately for the remaining 54 weeks of the course. The emphasis and training methods remain the same except that during the last seven months greater responsibility is placed upon the individual student for his homework

preparation, and he is more concerned with reading materials than during his previous training.

A special auditory comprehension course is offered in Chinese-Mandarin (32 weeks), Czech (36 weeks), Korean (36 weeks), Polish (36 weeks), and Russian (23 weeks). It is designed to train students to understand the spoken language and transcribe it rapidly.

The course materials have been designed to achieve a carefully graduated and controlled text encompassing the whole structure of the language and utilizing the most frequent speech patterns and vocabulary. Toward this end, structural dialogues which must daily be memorized verbatim by all students in all languages form the nucleus of the daily lesson. All additional features and other materials in the daily lesson have been prepared as logical extensions of the structural dialogue. By the same token, all classroom practice is based upon either structural patterns or new sounds first introduced in the structural dialogue.

In the development of course materials the aim has been to limit the vocabulary load during the initial stages of the course and thereafter gradually increase the number of new words. The vocabulary for which the student is held responsible at any given time is limited throughout the course and no lesson may contain more than thirty new lexical units.

The course is divided into three separate but mutually integrated phases each of which serves particular and definite objectives. These three phases are designated: *Pronunciation Phase*, *Structural Phase*, *Application Phase*.

The purpose of the *Pronunciation Phase* is to give the student intensive oral drill in the sound system, the stress and intonation patterns, and the most frequent structural elements of the target language. In this phase the student must learn to master the phonology of the language and begin to develop firm habits of native pronunciation at a normal rate of speech. The material of this phase is introduced, drilled and learned in the context of structural dialogues and question and answer drills, the subject matter of which is found in ordinary, real situations within the target language environment.

Structural elements are systematically in-

corporated into the dialogues and drills at a strictly controlled and predetermined rate. Since no structural analysis is furnished in the text material of this phase nor supplied during class hours, the student learns the use of these elements without focusing his attention on grammatical analysis. Each lesson contains few new structural elements but in its various parts (dialogues, drills, questions, résumés) these elements are systematically repeated and their use exploited to a maximum extent.

The choice of structural elements included in the material of this first phase is guided by the frequency of use. The subject matter of the material is determined by their immediate usefulness in situations in which our students find themselves while learning the language.

A significant principle employed during the *Pronunciation Phase* is the elimination of a printed foreign language text using conventional symbols. The student is supplied with an English translation of the basic dialogue, a set of cue pictures and where applicable a phonetic transcription and stress and intonation patterns. A complete recording of the material spoken in the foreign language accompanies this text. Thus the students of languages utilizing a romanized alphabet are less likely to transfer English speech habits to the new language because they are prevented from associating the symbols of the target language with the sounds and equivalent symbols of English. In this phase all students must rely primarily upon what they hear—not what they read. The cue pictures and stress and intonation patterns merely provide clues to meaning, stress, tone and pitch.

The first phase of our course covers the first 4 weeks of the course in all languages. At the end of this phase students are generally able to master not only the sound system but also the most useful structural patterns together with a high frequency vocabulary of approximately 400 words.

The *Structural Phase* is the longest phase and covers approximately three fourths of the course. Its objective is to teach the student to manipulate freely the morphology of the language and enable him to use it in everyday situations and during specific military activities. The central feature of the daily lesson

remains the structural dialogue in which has been systematically incorporated a number of grammatical features, the understanding of which is based upon previously introduced patterns. In other words, students always move from known to unknown territory. There is no attempt to clarify the grammar through conventional explanation or discussion. The student must first perceive the morphological changes through intensive oral usage before he is given an opportunity to fortify his newly acquired habits by reading conventional grammatical statements. Furthermore, this he does at home, not in class.

The order of structural patterns of this material is determined by the frequency of usage by the native speaker. Structural items already introduced in the *Pronunciation Phase* are repeated, thus providing even more intensive drill of high frequency patterns.

The aim of the final phase of the language course—*The Application Phase*—is to deepen and expand the speech habits already developed during the preceding two phases and to broaden and accelerate the acquisition of vocabulary. To accomplish this the student is daily placed in a linguistic situation which compels him to use the new language as an instrument of communication—not in terms of controlled pattern drills, but in terms of natural speech. Consequently, the instructor does not conduct his class in the same manner as he did during the preceding phases. His concern is primarily centered around his efforts to make the class utilize the language as freely as possible without focusing too much attention upon details of pronunciation or grammar. The instructor rather directs and stimulates the student's desire to use the language and his role takes more and more the aspect of an effective moderator or activity leader.

The text material is again divided into daily lesson units dealing either with military subject matter or with area background information. During the six hour school day the students may be called upon to lecture on the content of the lesson, serve as a military interpreter, supply the narration to a movie shown with the sound cut off or participate in a military map exercise. However, regardless of the particular class activity, a central theme forms

the basis for each of the six class hours of the day. This is done because we realize that a linguistic situation in which the student has to rely too much upon his own imagination tends to hinder fluency and rate of speech. The reason for this is that a major portion of the student's effort is used for a creative process which concerns itself with subject matter rather than vocal transfer of experiences from well integrated, well staged and well known situations.

In order to further the circumstances which demand that the student begin to use the target language as a natural linguistic tool, all language departments schedule frequent film showings, terrain and map exercises on hypothetical military problems and field trips to military installations. Tours to Foreign Consulates and communities where the students can come into contact with native speakers of the foreign language are also standard course features. These activities break the classroom pattern and provide situations in which happenings outside the language and not controlled by the language determine what is said and when it is said.

Throughout the entire course, but most especially during the *Application Phase*, audio-visual aids are utilized to a very considerable extent. Audio-visual aids permit the teacher to create a less artificial environment and combat the inherent fact that the classroom is not Spain or Iran. Apart from a wealth of pictorial aids, the departments all use a wide range of three-dimensional objects ranging from large terrain tables to simple 10 cent toys. All students are issued record-players and tape-recorders. Departments have at their disposal motion picture projectors and the school is able to supply the given foreign language sound track to any film judged pertinent by a

department. The primary purpose of audio-visual aids in our language courses is to create a situational context or experience to which speech can be linked.

#### THE GRADUATE

Upon graduation, the average student is, for all practical purposes, fluent when using the language in ordinary life situations. Through his daily contact, not only with the language but with subject matter dealing with cultural and area aspects presented by native instructors, the graduate is well equipped to be assigned as a military translator, interpreter and investigator or as a member of a military mission. *The graduates of a 6 months course master an active speaking vocabulary of approximately 2000 words. For those students having completed a 12 months course, the amount of active vocabulary reaches up to 4000 words.*

Although the first priority of the school is to train its students to speak and understand, most graduates are equally proficient in reading and writing. With the exception of Arabic, Persian and the oriental languages, very little class-time is devoted to the acquisition of the writing system and to proficiency of reading. Nearly all practice relative to reading and writing skills is provided outside of class hours as homework.

The above program prepares the citizen soldier of this country to facilitate military operations and promote international good will through understanding and effective communication, thus serving the broadest needs of our national security.

VAL HEMPEL  
KLAUS A. MUELLER

*Presidio of Monterey  
California*

\* \* \*

To my mind, . . . a (high school) program for the academically talented . . . should include four years of English, three years of social studies including two years of history, four years of mathematics, three years of science, and four years of one foreign language; this program adds up to 18 courses with homework in four years. As an alternative, one might consider substituting three years of a second foreign language for the fourth year of mathematics and the third year of science.

JAMES B. CONANT

\* \* \*

## *The One-Year Russian Course at the Army Language School<sup>1</sup>*

A NUMBER of superficial press reports have been published and even a promotional TV short shown with reference to the general organization of the one-year Russian course offered at the ALS in Monterey, but little detailed factual information and material are available on the teaching doctrine and methods employed there. Actually, these have varied considerably over the past ten or twelve years and it is difficult, if not impossible, for an outside observer to obtain an accurate picture of the ALS Russian training program as well as of the changes and development it has undergone. As an inside observer, I would say that by 1952 the course was no longer in its infancy; it had progressed through the initial stages of development and experimentation, and had reached a considerable degree of stability. Textbooks for the course had been prepared by the ALS Russian Department, overall teaching methods and procedures to be used in the course had been developed, the teaching staff had been trained, one might almost say indoctrinated, to adhere strictly to such methods and procedures, and the essential pattern of how the course would henceforth be conducted was rather firmly established. It was also evident that subsequent changes would not affect the basic nature of the course, but would only consist of minor variations and adjustments and would not represent significant or essential deviations from the now established pattern. Therefore, the following description of the Russian course as it was given in 1952 is representative of the methods and procedures generally associated with and considered to be peculiar to the ALS Russian program.

The Russian course extended over a forty-nine weeks period, during which classes were held uninterrupted by vacations; only such holidays as Washington's Birthday, Memorial Day, the Fourth of July, Thanksgiving, Labor

Day, and Armistice Day were observed. The entire course consisted exclusively of classroom work and homework. Classes were held six hours a day, five days a week. In other words, the entire course consisted of about 1470 class hours. The amount of homework performed by different students varied with each individual, some students working as little as two to three hours a day and others six hours a day or more. We may consider three hours of homework a day six or seven days a week an average figure for the majority of students. The classrooms were open every night for those who chose to study there. Instructors were also available, except on weekends, for consultation and for answering questions. The homework for the entire one-year course, therefore, amounted to an average of 882 to 1029 hours. In conclusion one could safely state that the average student spent some 2350 to 2500 hours on the Russian language while attending the ALS. One must also remember at this point that all students, whether officers or enlisted men, had no other duties than learning Russian and consequently were expected to devote their entire time and energy to this purpose, without being distracted by either other subjects or other tasks and cares.

Every new group of students arriving at the ALS to attend the one-year Russian course was subdivided into classes of about seven to eight students each. Students were assigned to these classes according to their class standing as determined by tests and examinations. Thus the seven or eight best students were in one class, the next best seven to eight students in another class, and so on down the line to the last class comprising the least proficient Russian lan-

<sup>1</sup> The author took the Russian course at the Army Language School, Monterey, California, from 2 January to 11 December 1952. Usually, and henceforth in this paper, the Army Language School is referred to as "ALS."

guage students in the group. Every four to six weeks, on the basis of Russian language examinations, the class standing would be revised and the students redistributed among the various classes in accordance with the most recent examination results. The faculty would also alternate among the various classes in the following manner. Each class would have from three to four different instructors a day. This group of three to four instructors would normally remain assigned to a specific class only for the period between revisions of class standings. However, due to the large number of students and the limited number of instructors, the ideal of assigning one instructor only once during the year to any class was impossible. Therefore the same instructors would frequently be reassigned to the same classes and students. In this connection the class make-up did not change one hundred per cent as a result of revised class standings. After the first two to four months the class standing remained relatively stable, and suffered no radical changes as a result of the periodic examinations. It also appeared as though the school administration somehow classified the instructors according to reputation, efficiency, experience, and talent, assigning some of them more frequently than others to either the better or the worse classes, whichever the case might be. In any event, during the course of one year, the students could expect to have a dozen or more different instructors. All instructors were native Russians and were not supposed to use any language but Russian when speaking with the students in or out of class, but of course most of them knew English and used it to some extent and more or less frequently. The previous language training in Russian received by the students varied with individual cases. In theory, no one was supposed to have had any significant training in Russian prior to coming to the ALS. As the School Bulletin stated it, the students comprised officers and enlisted men with very little or no experience in the Russian language. However, in actuality not all students were beginners. Some had spoken Russian all their lives due to a Russian family background and were not in particular need of the course; others had studied Russian in universities and had even acquired a B.A. or

M.A. degree in Slavic Studies; still others had previously taken the six-month Army Russian Language Course given at the USAREUR Intelligence School in Oberammergau, Germany. Finally, of course, there were those who had never heard or read a word of Russian prior to coming to the ALS.

The purpose of this one-year Russian course at the ALS was to train officers and enlisted personnel to become as proficient as possible in understanding, speaking, reading, and writing Russian in that order of priority. There was no real attempt to teach students any area subjects, nor was there any specific specialization in certain fields. The subjects, themes, and vocabulary were of general interest, although toward the end of the course, approximately during the final eight to ten weeks, military (including army, airforce, navy, engineering) vocabulary, terms, and subjects were stressed. Despite the fact that the school professed to emphasize spoken Russian and claimed not to actually teach grammar as such, about half the time was devoted to just that and the test results as well as the class standing depended largely on the *grammatically accurate* knowledge of the language. However, one must concede that due to the extensive amount of time available a much greater emphasis could be and was placed on oral practice and proficiency than is normally possible in other types of language curricula, such as those of public schools, colleges, universities, and even private schools.

The first four weeks of the one-year Russian course at the ALS were entirely devoted to phonetics, i.e. to pronouncing Russian sounds, words and phrases, as well as to learning and practicing the cyrillic alphabet. In the very beginning a partly phonemic system of transcription devised by the ALS was used, while later on the words and expressions to be repeated, read, and written appeared in the actual cyrillic alphabet. This approach resulted in a heavy, seemingly somewhat unnecessary, memory burden for the students, since the latter had to memorize not only the cyrillic alphabet, but also this complicated system of phonetic transcription symbols devised by the ALS. After the first four weeks of the course the students never saw or used these symbols

again. An unusually painstaking emphasis was placed on the absolutely correct pronunciation of the various Russian sounds. This consumed a great deal of time without ever actually leading to absolute perfection. Records were available to students for individual home practice after regular class hours on a purely voluntary basis and in case they desired to use them in addition to the seemingly endless class drills on pronunciation conducted by the instructors.

The remainder of the course, from the fifth to the forty-ninth week, was conducted along monotonously uniform lines. Except for some rare occasions when a week was spent on reviewing previously studied lessons, students had to cover a group of four daily lessons each week; the new daily lessons were provided four days only each week, Mondays through Thursdays, while Fridays were devoted to reviewing these four lessons, to taking language examinations, and to seeing an occasional Russian film. The entire course provided for a total of forty such weekly units, i.e. one-hundred-and-sixty daily lessons. However, most student groups covered only from thirty-two to thirty-eight weekly units during their stay at the ALS. This was due to time consumed in periodic reviews, which were scheduled by the instructional staff whenever it was felt that the majority of the classes were in need of one. As a result no group was ever known to have covered all forty weekly units.

Each one of the daily lessons was organized as follows. The first section contained a two-page dialogue printed in two columns with the Russian text on one side of the page and the English translation appearing next to it. The dialogues of the four daily lessons, which constituted one weekly unit, usually dealt with related subjects or a connected theme, such as shopping in various types of stores, practicing different sports, discussing various types of entertainment, playing or watching different types of games. Furthermore, these dialogue subjects or themes covered most activities generally occurring in everyday life. In conjunction with these dialogues the school had printed a book of cartoons. Each page contained eight cartoons purporting to reflect graphically and more or less accurately the contents of the

corresponding daily dialogue. Unfortunately, neither the sequence of the cartoons, nor the details depicted therein coincided entirely with those of the dialogue. The second section of the daily lesson contained various phrases with common, colloquial, or idiomatic expressions. They were also printed in two columns with the Russian version on one side and the English translation on the other side of the page. The third section comprised a portion of Russian grammar presented much in the form and manner used by conventional grammar texts. Thus the one-hundred-and-sixty daily lessons covered in fact all important points of Russian morphology and syntax normally included in any good basic Russian grammar. The fourth section of the daily lesson consisted of a Russian reading text and an English text based on the same subject as the Russian text, but without constituting a translation of the latter. Finally at the end of the daily lesson there were additional Russian phrases similar to those appearing in the second section described above. At the end of each weekly group of lessons followed a list of the new vocabulary including various verb forms and irregularly inflected forms of nouns that had appeared in the four daily lessons.

With the exception of the first four weeks, during which the students drilled exclusively in Russian pronunciation and in the use of the Cyrillic alphabet, the daily six-hour schedule remained inexorably the same for the balance of the school year. Although the sequence might vary slightly from one class to another, the daily schedule for all students taking the one-year Russian course was as follows.

During the first hour the students had to recite by heart the dialogue for the day. All students in one class would in turn be asked to assume the various parts in the dialogue, so that at the end of the hour every student had recited from memory at least once, if not several times, the entire dialogue for the day. The students were not allowed to look at the English translation of the dialogue, but were supposed to recite it either entirely from memory or with the aid of the cartoons. As was previously pointed out, the cartoons were often misleading in that they either did not follow the sequence nor depict in detail all the points of

the text. As a result, the students either had to memorize the dialogue "cold" or they had to resort to some type of "cheating." Many of the good students "cheated" by writing some of the key words or phrases in English onto the cartoons, while the weak students wrote the Russian text onto the cartoons. In any event, since every week of the year four new dialogues had to be memorized, while every Friday the four dialogues for the week had to be reviewed and recited over again, the dialogue recitation soon became a nightmare to students and the bane of their existence. Furthermore, the dialogues gradually increased both in length and in difficulty. The students not only had to memorize the new words and expressions of the dialogue, but were also unnecessarily burdened with remembering the artificial sequence and details of each increasingly complicated plot or story. The resultant mental fatigue was tremendous and became very apparent in the frayed tempers, depressed or irritable moods, and psychological anguish of the majority of students; it even caused strained family relationships among a few of the married students. After a certain period of time, all students without exception considered the dialogues the most irksome, unbearable part of the course and the worst cause of low morale in the class.

The second hour was set aside for oral practice, conversation, and dictation. Students would answer in Russian questions put to them by the instructor, and drill on phrases and idiomatic expressions. Often they took turns at dictating some reading material. The teacher corrected the pronunciation of the student who dictated and the spelling of another student who was writing out the dictation on the blackboard, while the remainder of the class wrote the dictation at their desks. Later on in the course students would carry on a conversation or debate in Russian on selected topics under the guidance of the instructor. Occasionally a student would deliver a short talk in Russian on an assigned subject and the whole class participated in a short critique. Upon completion of the first two months of the course, students assembled every other Friday morning to see Russian movies, but due to defective sound tracks comprehension was often difficult.

The third hour was devoted to Russian grammar analysis and discussion. The ALS tried to teach grammar in the form of student participation lectures. The instructor explained a given grammatical rule, illustrated it with several examples, then asked the students at random to apply the same rule orally to a number of sentences. Of course, the grammar lesson depended to a great extent on the knowledge, experience, and skill of the instructor. In many cases the students could only grasp and assimilate tricky grammar rules by dint of additional homework and practice and by independently consulting standard Russian grammars.

The fourth hour was spent reading the Russian reading text and translating the English text into Russian. The students wrote out the translation in advance as homework and took turns in class writing portions of it on the blackboard. The instructor then corrected the mistakes and discussed possible alternate translations.

The fifth hour much as the second hour was used for oral practice. During the sixth hour students started learning the dialogue for the next day. First the instructor, and then the students, would read the dialogue over and over again. The students thus had the opportunity to start memorizing; this would somewhat alleviate their homework, which, in addition to memorizing the dialogue, consisted of preparing the translation in writing, learning the new grammar and vocabulary for the day, preparing the Russian reading text, as well as constantly reviewing previously studied material so as not to forget it.

On Fridays the schedule was substantially the same as on other days, except that students reviewed material covered during the four preceding days. Toward the very end of the course, the students would on rare occasions assemble in a lecture hall and listen to lectures in Russian given by the instructors. These lectures usually related personal experiences or vaguely historical episodes pertaining to the Russian revolution, World War II partisan activities, and Communist oppression. Subsequently the students would endeavor to conduct in their classes and under the supervision of an instructor a critique or discussion of the lecture. Toward the end of the course students

were occasionally handed copies of *PRAVDA* or *OGENYEK*, asked to read an article in class and then to give an oral summary of it. Students also practiced interpreting. One student acted as the interrogator, a second student as the prisoner of war being interrogated, and a third student as the interpreter. The interrogator would ask the prisoner of war a question in English which the student acting as the interpreter would translate into Russian. He would also translate the answer given by the prisoner of war from Russian into English.

Every Friday there was an examination, selected from among one of the following types of tests:

- (1) Conventional dictation
- (2) Translation into Russian of about ten to twelve English sentences illustrating specific grammar points or containing idiomatic expressions.
- (3) Multiple choice grammar test, wherein students had to choose the correct form of a word, a word ending, a verb form, or a phrase to complete the Russian sentence.
- (4) Oral Comprehension Test: the instructor read aloud a Russian passage and the students had to listen without being allowed to take notes; upon completion of the reading they had to summarize the passage or answer specific questions on it.
- (5) Interpreting from English into Russian and from Russian into English as explained above.

At the end of the course there was a final examination consisting of all the above types of tests. In addition to this, the students had to take a standard Army Language Proficiency or Fluency Test, which was supposed to measure their fluency in understanding, reading, and writing Russian. The triple results obtained in this test, one for each of the three categories mentioned, were recorded as either fluent, fair, or poor, and entered in each student's military record. Thus the entry "fluent, fluent, fluent" indicated that the student had demonstrated maximum proficiency in understanding, reading, and writing Russian according to this particular test. Once a year there-

after, all Army linguists were supposed to take this test over again so as to determine variations in their language proficiency. It is not within the scope of this paper to discuss the soundness or the value of this Army Language Proficiency Test. However, since the writer took this test not only in Russian, but also in French, German, and Spanish, which he knew thoroughly, a definite statement can be made that the relative difficulty of this test varied greatly from one language to another. Anyone taking for instance the test in either French, German, or Spanish, and endeavoring to achieve a result of "fluent, fluent, fluent," had to know these languages much better than he would have had to know Russian to achieve the same result. The Russian test was such that many students at the end of their one-year study at the ALS and on the basis of this test were classified as fluent in Russian. Yet, according to the writer's extensive personal experience with on-the-job use of military language personnel for tasks necessitating the knowledge of Russian, only in exceptional cases, when the particular ALS student's skill in the language had been supplemented or strengthened through extensive independent study or language practice, could he be used for actual interpreting or interrogating in Russian. In other words, a student whose entire training in Russian was limited to one year at the ALS could not be used in such tasks and be expected to achieve satisfactory results. He could, of course, develop his proficiency in Russian while actually using it in his work. However, most frequently the student, due to the tribulations of his military career and assignments, might not be afforded the opportunity of practicing the language and consequently would proceed to forget most of it.

A number of the students, after completion of the one-year course at the ALS, were assigned to the Army's two-year Foreign Area Specialist Training Program in Germany, where they continued their Russian studies both in the language and area subjects. This area program was conducted entirely in Russian. It was an established fact that the students, immediately upon arrival at the area school from the ALS, did not possess a sufficient knowledge of Russian to enable them to

fully understand and absorb the lecture material delivered in Russian. Additional linguistic training and tutoring was required to achieve this result.

It is extremely difficult to express an objective, unbiased evaluation of the results obtained by the above described one-year Russian course of the ALS. Undoubtedly the students graduating from the course did learn a fair amount of Russian. The question, however, is whether the students' linguistic achievements were proportionate to the tremendous number of hours of language training to which they were exposed. In comparison with a Russian language course as offered today in many American universities where classes meet three times a week or about forty-six to forty-nine hours a semester, the ALS offered an equivalent of these forty-nine semester hours in about one-and-one-half weeks. When viewed in this light, that is to say considering the time and energy expended, the results achieved at the ALS seem far from impressive. Perhaps one of the main reasons therefor is that the ALS administration and staff failed to take into consideration the human element, the physical, mental, and nervous strain suffered by the students as a result of this intensive study of the foreign language. All students taking the Russian course noticed that their capacity for incessantly assimilating new vocabulary, new phrases, and new language patterns was sooner or later subject to the law of diminishing returns. Although it is difficult to determine the exact number of new words or idiomatic expressions covered each week, if one includes the morphological variations due to irregular declensions and conjugations, the new vocabulary count of each weekly lesson probably ranged from one to two hundred and even above. In addition to this, as was previously mentioned, the students had to memorize the dialogue situations and sequence. Consequently, at some time during the course (the writer noticed this happening to him after about the sixth month), the students felt as though for every new word learned he was forgetting several old ones. In

short, a feeling of nervous strain, mental fatigue, and exasperating tension set in sooner or later. The saturation point was reached, nature rebelled, and the students' progress in Russian slowed down to such an extent as to constitute in some cases an actual standstill. It can be safely asserted that at best the students worked much less diligently, allowed their homework to slip, and learned less; at worst, some "went to pieces" and were unable to use much of what they had learned (this was the case of many of those with lower class standings, but also of a few who had been at the top of their group during the first six months). All this can probably be ascribed to the fact that, from the fifth week on, the school curriculum did not vary one iota, but continued its monotonous inexorable pattern, relying far too much on the extremely fatiguing process of pure memorization, and building up the strain of an endurance contest. Furthermore, apparently no effort was made by the ALS to determine either scientifically or experimentally just how long the average student could produce worthwhile results under such a system. Seemingly there was no critical evaluation of their own methods and results. It seemed as though the school had naively assumed that the results achieved by the students would be directly proportionate to the hours of exposure. This of course, was not the case, since the fatigue element increased and the rate of learning decreased. The writer felt that the system might be fairly effective if only applied during the first six months of the course, but that subsequently some relief should have been offered by means of changing the pace and pattern. In conclusion, one might also add that, despite the ALS's claims to originality, none of the approaches, techniques, methods, or devices used were new, except for the fact that there was more of everything, instructors, students, class-hours, study, and discipline.

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## *Foreign Language Teaching in the USSR*

TRAVELLERS returning from Russia frequently give the impression that they have met on the streets, in the organizations they visited, everywhere at large, a number of people speaking English well enough so that they could establish with them friendly or fruitful relationships. As a result the American public tends to believe that a practical knowledge of a foreign language is a much more common achievement in Russia than with us.

During the month I spent there last Fall my impression was entirely different. Professionals, whose job it is to know a foreign language: interpreters, guides, teachers, etc., were on the whole excellent, but as to the people at large, I found about as many capable of speaking a foreign language as I would on the streets of an average American city. The same is true of highly educated people: officials, administrators, doctors, scientists, etc. If their profession does not call for the use of a foreign language, they rarely speak any with ease—except, possibly, German. As a result of the German occupation of a large part of the country during the last war, and of the transportation to Germany of many Russians as war prisoners or workers, the proportion of people able to speak German to some degree or other is relatively large.

Everybody in Russia, however, who is more than forty and has completed the Seven Year School has studied a foreign language since the teaching of either English, French or German is obligatory in the Middle School (Ten Year School) from Class V on, and in all the establishments of higher education.

The Soviet child begins the study of a foreign language when he is twelve or thirteen. In most city schools he can choose between English, French or German. English is by far the most popular. Some schools can offer one language only, some two. A few years ago Spanish was introduced but it attracted very few students. Recently in some large cities a small number of experimental language schools were started where pupils begin learning a foreign language

in Class I or II, that is when they are seven or eight years old. There are two such schools in Moscow, one for English, one for French. The classes are small, the method direct, and as soon as the children have a sufficient mastery of the language, other subject matters are studied entirely in English or in French, the first one usually being geography. But at the present time it is still an experiment affecting only a very limited number of children.

For most children, classes in a foreign language start with Class V. In Classes V and VI, four hours a week are devoted to it; in Classes VII, VIII, IX and X, three. With the school year averaging 33 weeks this makes a total of 660 hours of foreign language classes till the end of Class X. In the parts of the Soviet Union where education is conducted in the native language and where Russian has to be learned as a second language, the hours given to the study of a foreign language are somewhat fewer. It must also not be forgotten that the majority of Russian children do not complete the Ten Year School but leave at the end of Class VII to go to work, or to training schools where a foreign language is not taught, or to technical schools where it is an elective.

If we wish to know what is to be accomplished during these 660 hours spent in foreign language classes we shall find it defined in the Foreign Language Program of the Middle School issued by the Ministry of Education of the Russian Soviet Federated Socialist Republic which directs the education of more than half the Soviet people. We read in the introduction: "The aim of instruction in a foreign language in the Middle School is to teach students to read and understand fully foreign texts of medium difficulty (with the help of a dictionary) and to establish the basis necessary for a spoken use of the language."

We read further in the Program that at the end of Class X, an active vocabulary of 2,400 to 2,600 words must have been acquired, as well as the ability to read in an hour 5,000 words of a text taken out of the material used

in class, and with the help of a dictionary, 1,700 words of an unfamiliar text containing no more than 15% new words.

The examination given at the end of the Ten Year School consists of the translation, with the help of a dictionary, of a text described as follows: "A piece of literature, popular science, history or general politics of medium difficulty." The student is also asked to read aloud, to answer orally in the foreign language a certain number of questions on the text read, and to elucidate in Russian some points of syntax or vocabulary.

The same Program enlightens us also as to the manner in which foreign language classes should be conducted as it goes into great details about what should be taught in each grade and how it should be taught. The technique recommended is a very eclectic one using most of the exercises and devices known to language teachers everywhere: reading of simple texts, translations, dictations, short original compositions, paraphrasing, descriptions of pictures, repetitions of model sentences, questions and answers, short conversations, learning by heart short prose selections or poems, etc.—and in addition the linguistic and grammatical text-analysis which are a tradition in European schools.

Although work in conversation is mentioned, the general impression left by studying the Program is that teaching should aim at giving the students a thorough theoretical knowledge of the language rather than helping him simply to memorize it through repeated practice. Tremendous emphasis is put on the necessity of the student's *understanding* and being able to explain clearly the particularities of the foreign language whether of vocabulary, grammar, or phonetics.

An examination of the books used to teach English in the Middle Schools confirms this impression. Each lesson contains a text for reading, or as the class advances in knowledge, several texts: one used for analytical reading and translation, the other for rapid reading and comprehension. Sometimes there is also a short poem for memorization. In the beginners' books, texts are made of simple sentences about the daily life of the children. Later they deal with geography, history, aspects of culture, or

are simplified transcriptions of works of English literature: in the book used for teaching English in Class VIII, for instance, we find adaptations of works by Dickens, Wells, Kipling, Walter Scott, Thackeray, Shakespeare, Ben Jonson, Oscar Wilde, William Blake.

The rest of the lesson occupying several pages is nearly entirely given to exercises. Grammatical and other explanations are presumably furnished by the teacher and are presented in the book only in the form of examples and tables, and at the end, in a short summary.

The first exercises are on pronunciation and spelling. They are based on a knowledge of the International Phonetic Alphabet which is learned in Class V. Then come exercises on vocabulary, on grammar, translations of sentences from Russian into English and English into Russian. This is followed by the text for analytical reading—two pages in Class VIII book—with two pages of exercises based on the text. Then comes a page of oral work consisting of groups of English sentences having a similar form and a short conversation in English to be read and presumably learned. The lesson ends with two pages of synthetic reading followed by a few questions and a short composition as checks to comprehension.

There is no doubt that unless the explanations of the teacher are very lengthy, the pupil, thanks to the multiplicity of exercises, will spend most of his time in class actively working with the foreign language. But most of these exercises, it seems to me, aim at making him consciously *construct* the foreign language out of very explicit rules rather than absorb it directly through frequent repetitions.

Both the Program and the textbook are a particular application of the method officially recommended for the teaching of foreign languages at all levels. It is called the "comparative method" because it proceeds at every step on the basis of a comparison of the foreign language with Russian. It is thus at the opposite pole from the direct method which tries to liberate itself as much as possible from the native language. According to the directions given, the method should be used "functionally," that is, adapted to the age and degree of development of the students and to the type of curriculum using it: general education, tech-

nical or professional preparation, etc.

This method was evolved through years of experimentation and of discussions at pedagogical conferences and in pedagogical magazines, bearing both on the value of teaching foreign languages in general and on the individual value of various methods. For a long time after the Revolution, foreign languages were not considered important educationally and up to 1927 were taught only in a few schools. In 1927 the Academy of Sciences, backed by the Ministry of Education, demanded their teaching in all institutions of higher learning. This demand was approved by the General Meeting of the Central Communist Party in 1928 and, in 1929 came a decree ordering that foreign languages be taught in all universities and institutes. There was also started at this time a tremendous movement for the training of foreign language teachers for the Middle Schools: the creation of foreign language clubs, libraries, evening classes, correspondence courses was encouraged everywhere, and the pages of pedagogical magazines became filled with reports of experiments in the teaching of foreign languages. In 1932 a decree ordered the obligatory teaching of a foreign language in all the Middle Schools. But it was only very gradually applied because of the great shortage of qualified teachers. Meanwhile discussions and experimentations continued and are still going on at the present time. In 1948 the Ministry of Education began the publication of an important bi-monthly magazine, *Foreign Languages in the School* which is entirely devoted to foreign language teaching.

As in many other countries, the main effort now seems directed toward liberalizing teaching from the weight of too much grammar and translation and toward rendering it more active and more practical. The report of the "National Congress on Questions of Methods" held in Moscow on January 31st 1951 stressed strongly the factor of interest and self-expression in oral and written work. It states that translation is a means and not an end in itself, and demands more use of pictures and records in teaching foreign languages. The Congress on the Teaching of Foreign Languages of January 2, 1957 gives as the second important aim of language learning—after a reading ability—the

ability to understand the spoken language and to express oneself in it. As a means to reach this aim it recommends a great extension of oral work in class. Numerous articles are written stressing the same point or reporting class experiments in various ways of developing the speaking ability of the students. Hardly a voice is raised on the other side. Yet we have seen that programs and textbooks are still extremely didactic, recommending and encouraging above all in language classes, beside reading, the learning of vocabulary and syntax.

While in Russia, I had the chance to observe the current method in actual practice as I had opportunities to attend language classes of different levels in several schools both in Moscow and in Georgia. My impression was everywhere the same. In the early classes, Class VI particularly, I was delighted to hear children use easily and with a fair pronunciation short sentences about their names, their ages, the weather, etc. The lessons themselves were rather slow and dull, due partly to the rule applied in every Russian class of having several children "recite" every day so as to give them a mark, also—in my opinion—to too many grammar or vocabulary questions, but mostly to the large size of the classes, I always counted 30 pupils or more. The children, however, seemed alert and on the whole fairly interested.

As I visited more advanced classes, however, dullness increased and interest diminished. I often felt that in Class IX the pronunciation was rather worse than in Class VI and certainly the students cared less. Some of them, the good pupils, were busy adding words in their little vocabulary notebook, or grammar explanations in their general notebooks, but the majority of them went through the exercises in the book in a very desultory and rather bored manner. Except for general class commands, the foreign language was not used any more in Class X than in Class VII.

My impression of the unsatisfactory results of foreign language teaching in the Middle Schools was confirmed by articles I read in the pedagogical magazines and by the complaints I heard in the Institutes about the students' lack of previous preparation. Foreign Language teachers in the Lenin Pedagogical Institute for Foreign Languages in Moscow went as far as to

say that they consider their pupils coming from the Middle Schools as knowing no foreign language at all and restarted them right at the beginning!

Educational authorities tend to attribute this unfortunate state of affairs to the insufficient training of the teachers and they hope that it will be corrected as the number of qualified teachers increases. All the Middle School teachers I met, however, knew the language they taught extremely well, they spoke it fluently and correctly, usually with some traces of an accent—they were all city teachers, it is true, and therefore among the best qualified. Nevertheless I felt that the mediocrity of the results obtained for so many hours in class was due much more to the size of the classes and to the method used than to the teachers' deficiencies. With more than 30 pupils in each class and with the use of such slow, painstaking, analytic approach, demanding at every step a thorough intellectual comprehension of what one is doing, there could be very little personal participation, spontaneity and sense of real accomplishment. As we shall see later the same method applied with older and more strongly motivated students gave entirely different results.

But before we pass to higher education, I would like to touch on two more points concerning the Middle School: the use of audio-visual material and the preparation and standing of the language teachers.

The use of audio-visual material is highly and frequently recommended in articles on language teaching. In the magazine *Foreign Languages in the School* of March 1958, there is a long article explaining how films should be employed, but also acknowledging that no films have yet been made for foreign language teaching. Teachers must, for the time being, use films made for teaching the native languages on which a foreign language sound track has been added. The schools I visited had phonographs and records. Some had facilities for recording but as far as I was able to observe these means were used as an occasional variation in teaching, not as a common practice.

Language teachers in the Middle Schools hold degrees either from a university or from a foreign language institute; that means they have spent five years, after completing the Mid-

dle (Ten Year) School, specializing in foreign languages. Their regular teaching load is 18 hours a week; but there are possibilities of working more or less. I met a young woman who taught only half time because, she explained, she had a young daughter at home and wanted to see a good deal of her. She naturally got only half the normal salary. Teachers who work more than 18 hours get extra pay. By far the majority of the teachers are married, the question of children being no obstacle to working in Russia since an expectant mother gets two months' leave before the birth of a child and two months afterwards with full pay, and as there are excellent facilities for boarding children of all ages in nurseries and schools either for the day or for the week. As to salary scales it is completely impossible to make any fair comparison in figures with American salaries, life conditions and the cost of necessities being so different. My impression is that Middle School teachers enjoy a standing comparable to that of our high school city teachers. They have tenure and regular advancement with increase in pay, receive a pension after 25 years of teaching but may continue teaching if they wish and in that case they continue to receive a salary while drawing their pension. Like everybody else they enjoy free medical and hospital service and, like all professionals, should take refresher courses amounting to about six months for every five or six years. During that period they do not teach but draw their regular salaries.

Passing now to higher education, we find that there also the learning of a foreign language in one form or another is obligatory for everybody. Higher education in Russia is given in 37 universities and 765 specialized institutes. It lasts four, five, or five and a half years. In all the institutes whether they be devoted to agriculture, economics, mechanics, metallurgy, geology, aviation, etc., a two-hour-a-week class in foreign languages is required for all students during the first four years. The aim of these classes is to help the student develop as rapidly and as completely as possible the ability to read technical books and articles in his specialty. The languages most frequently studied are English and German.

In a similar way, the study of a foreign language is one of the disciplines included in the

basic cycle of a university education common to all students. According to the directions given by the Academy of Pedagogical Sciences in its yearly publication, "Public Education in the USSR," page 418, foreign language teaching at this stage should aim at "perfecting what has been acquired in the Middle School, giving the student the ability to understand the literature in the field of his specialty and at the same time developing his speaking ability."

At the university students have also the possibility of specializing in foreign language studies. All universities have a "faculty" of foreign western languages and some have one of Oriental languages as well. The courses they offer are similar to the ones offered in other European or American universities including—besides advanced language practice and the study of various phases of literature—phonetics, philology, linguistics, methodology, etc. They are given in the form of lectures and seminars, some of them conducted in the foreign language. Literary translators, official interpreters, and a certain number of language teachers are graduates of the universities.

The most intense and specialized training in foreign languages, however, is given in the Foreign Language Institutes. They train the great majority of the Middle School foreign language teachers and many of the interpreters. Students are admitted to these Institutes at the completion of the Ten Year School either because they had excellent grades or by means of a competitive examination. They spend five years there specializing in one foreign language with a minor in another. During the first two years they have 34 hours a week of classes in required subjects, later 32, then 30, to which should be added some electives and, during the last two years, periods of practice teaching.

The time given to language studies is divided as follows. For the major language: 438 hours of phonetics, 578 hours of grammar, 854 hours of oral work, 476 of text analysis, 70 of translation, 64 of lexicology, 72 of history of the language, 96 of literature. To the second language is given 88 class hours. To these should be added 60 hours of Latin (2 hours a week during the two first semesters) and 76 hours of instruction and practice with audio-visual material. The students are also given pedagogical training

and practice teaching, including three weeks in a pioneer camp during the sixth semester, and six to ten weeks in a regular school during the seventh semester.

The minimum linguistic knowledge to be achieved, as defined in the Plan for Study and as required by the final examination is: "an active vocabulary of 3,600 to 4,300 words and their idiomatic uses; a passive vocabulary of 7,500 to 8,000 words and expressions; the ability to read fluently, with rare recourse to a dictionary, books and articles in the foreign language; the ability to express oneself and understand ordinary conversation; a knowledge of the theory and history of the language in the measure in which they help to understand its spoken form and its syntax."

During my stay in Russia I visited three such Institutes, two in Moscow and one in Tiflis (Georgia) and was permitted to attend various classes. In the Lenin Pedagogical Foreign Language Institute in Moscow where I spent a whole day with various members of the French staff, I was much impressed by the perfection of their French especially since, with two exceptions, none had ever been out of Russia or in a French environment.

As it was the beginning of the school year, classes given there for the first-year students were nearly exclusively in phonetics. Within general official requirements, the staff in each institute arranges the curriculum as they think best. At the Lenin Institute they felt that intensive work in phonetics was necessary to correct the bad habits brought from the Middle School and establish at the start a good pronunciation. I attended a class which was submitted every morning to four hours of phonetics with a ten-minute pause between each forty minutes. The same teacher officiated all the time. She assured me that the students were not bored as the work was varied including the physiological and theoretical presentation of the formation of the sounds studied, their practice, their graphic representation, their uses in words, practice with gramophones and recording machines, etc. That morning the students learned two French sounds, *é* and *è*. They seemed active and interested in spite of the small ground covered.

This concentration by periods on various

phases of the work has strange consequences on the program of the staff. For instance, during the two first months a phonetics teacher may be extremely overworked with twenty hours or more of teaching a week, while the grammar teacher at the same level, for instance, will have very little or no teaching at all. Later the situation will be reversed. The teachers at the Lenin Institute told me that in that way each teacher had about 20 days while school was in session when he had very few or no teaching duties, a period which was usually devoted to research work.

Later, I visited a fourth-year class in conversation. Students gave in French summaries of newspaper articles they had read at home. They did it very well with very acceptable accents. After each student finished speaking, every mistake of grammar and pronunciation was thoroughly discussed by teacher and class. I was surprised on this occasion to see how well some of the students knew the technicalities of French grammar and how extensive and detailed was their knowledge of words, of their various uses and relationships.

In a class of text-analysis in another institute, the hour was spent on a page of a French modern short story dealing with a workers' strike. Every bit of grammatical or linguistic information latent in the text was exploited: origin and family of individual words, their homonyms, synonyms, their uses, their functions in the sentence, etc., etc. The text was also commented upon for its historical and political meaning.

Language classes in institutes are limited to fifteen students. All the ones I visited were conducted in French though Russian explanations were sometimes necessary. They were all characterized by the same slow, extremely thorough and detailed approach. Students, however, did not seem bored and there was considerable progress as they advanced in their courses of study. The last year's students spoke quite fluently and their pronunciation was on the whole very good. In spite of their teachers' admonition and example, however, they would not use French when they were out of the classroom. In all the foreign language institutes the number of girls outnumber by far the number of boys. I never saw more than two boys in a class and

often there were none. Russian boys, I was told, prefer other studies.

The impression that the institutes do a very good, if rather long drawn out, job of language teaching was confirmed by the numerous contacts I had with their graduates in the form of guide-interpreters for Intourist, the government travel agency. All the graduates I met in the various cities I visited spoke English quite fluently though with more or less of a Russian accent, or traces of accent, and some had an amazingly large and varied vocabulary.

It was, therefore, quite a surprise when in Rostov-on-Don I came on a guide whose English was neither fluent nor quite correct and who much preferred to speak Russian with me. He was not, however, a graduate of an institute but owed his knowledge of English to correspondence courses. Correspondence courses are possible in Russia for all phases and degrees of education. Their development is most extensive. During the 1956-57 school year 723,000 students were registered in them at the higher level of education (after completion of the Ten Year School). Though they lead to standardized examinations similar to those given in the institutions of learning, the program of a correspondence course in its form and time of accomplishment will vary a great deal with the work and situation of the student, the time at his disposal and his proximity to, or distance from, a teaching center. For foreign language studies a typical course could be described in the following way. For the first six weeks the student goes to the center and undergoes an intense training in phonetics, both practice and theory. Then, he is given books, work books, records, and he goes home where he continues his studies alone, sending his exercises and his questions, if he has any, to the teacher assigned to him in the center. Once a month, he visits the center where his achievements and pronunciation are tested. Every year he has six weeks of real class work. The total program can be covered in six years. He can then attempt the state examination giving him the same diploma as the graduate of a regular foreign language institute. His theoretical knowledge is probably as complete but evidently he will have missed the daily contact with the teachers and the constant correcting possible in real classes.

Is it possible from this survey of the various ways foreign languages are taught in Russia to draw some conclusions that might be helpful to us at a time when we are so much concerned with the best way to develop a knowledge of foreign languages among our own people? For my part, while observing classes in Russia, the conviction grew on me that the time at which to begin the study of a foreign language and the number of hours spent on it, are not as all important as the conditions in which it is taught and the method used to teach it. Because of too large classes and too didactic a method, the many hours spent by Russian children learning a foreign language yield on the whole mediocre results. We shall get equally mediocre results unless we can have, not only well-trained teach-

ers, but the possibility of dividing classes into small groups for instruction and a method suited to the age and needs of the children. A good method, in the younger classes most of all, should exploit primarily the imitative powers of the children, their desire for activity, their joy in expressing themselves, their natural curiosity and love for the strange and different. As students advance in age and in mastery of the language, instruction should become more systematic, theoretical and detailed. College classes would profit, I think, by some of the painstaking work, thoroughness and seriousness of intent which characterize Russian classes of the higher level.

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### *Foreign Languages for Grade School Children in Michigan*

For the past two years, Hope College in Holland, Michigan, has been conducting an experiment in the learning of foreign languages by grade school children. Dr. Ernest Ellert, assistant professor of German at Hope, started the German program in the Holland public school system five years ago. This program was so successful that it was decided to try the idea elsewhere. A year ago a German program was instituted in the third grade in Grand Haven. Again the program was greeted with enthusiasm on the part of the children and the parents, and this year the Grand Haven schools made foreign language classes a part of the curriculum.

This past September Grand Rapids accepted the college's offer of Dr. Ellert's services and a program in German was started in the third grade of the Brookside School. It is hoped that Grand Rapids will follow Holland and Grand Haven and make foreign language instruction a part of its regular school curriculum.

During the past two years Dr. Ellert has been relieved of many college duties in order to carry on these programs. The college has underwritten the expenses involved because of its interest in this field. Besides his work in Grand Rapids, Dr. Ellert has also been teaching German to the 7th, 8th and 9th grades of the Holland public school system. These children have had German since the fourth grade.

It is hoped that the results of this experience will stimulate educators throughout the state and country to institute the teaching of languages in their elementary school systems.

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## *Will to Survival: The Celtic Fringe*

IN THE British Isles, and in Brittany on the Continent, live people who still speak and write in languages other than English or French, though most of these speakers, if not all of them by now, can also speak either English or French, and many of the educated ones, of course, speak both. However, the languages which some of them speak as their native tongue are those of the Celtic group; and in the case of some who have learned one or other of these languages as a second language, it has become the preferred medium of self-expression, both in speech and in writing whenever possible.

Many people, both in Europe and in the United States, have become rather used to thinking of the Celtic languages as either entirely dead or nearly so, and to regard with a certain sophisticated air of mild amusement anyone who shows anything more than a purely academic interest in them as languages to be spoken or written today. One German author, writing in the *Rheinischer Merkur* for 1957, remarks that it comes as a surprise to many people to realize that on the edge of western Europe there are still many people who speak such languages as Breton, Welsh, and Irish, as their home language, and that there is what he calls a living and growing literature in these languages, as well as a periodical press, daily, weekly, or monthly.

History shows us that from having once ruled or lived in a territory extending in Europe from the Danube to the British Isles, the Celts, thanks to invasion and conquest by other peoples, have been driven to the very western edge of Europe and the British Isles, so that this region has been called by some authors the Celtic Fringe, and the people speaking any of the Celtic languages have been variously regarded romantically, pathetically, or contemptuously, as a sort of living museum out of antiquity; but not all outsiders have so regarded them, and therefore, in our day at least, some kind, thoughtful and respectful things have been written of them, along with the romantic

nonsense which still crops up from the past.

The Celtic languages, as linguistic scholars know, comprise two groups, which in turn are basically related—the Goidelic or Gaelic group, comprising Irish, Manx, and Scottish Gaelic, and the Brythonic or Cymric group, comprising Breton, Cornish, Gaulish, and Welsh. Of these languages, it is quite fair to say, I think, that the three which today have the greatest number of native speakers are Breton, Irish, and Welsh. How many native speakers of these languages there are, I am not prepared to say, though it may be said with reasonable certainty that over a million speak Breton and Welsh as their first language. I have no definite figures on Irish, though there are certainly some thousands in the west of Ireland, from Donegal to Dingle, and on the Aran Islands west of Galway; and from this region, called the Gaeltacht, have come some of the outstanding writers in Irish today. As to Scottish Gaelic, spoken in the highlands and in the Hebrides, there are probably fewer speakers than there are of Irish in the Gaeltacht; but it is interesting to note that in Canada, on and about Prince Edward Island, there is another considerable group of native speakers of Scottish Gaelic, descendants of earlier emigrants from the highlands. It is said that according to the last census, there were ten native speakers of Manx on the Isle of Man, though Manx was spoken by some two hundred fifty persons altogether, most of them having learned it as a second language. As to Cornish, in which there has come a revival of interest among natives of Cornwall and a few other Celtic scholars, some of whom try to use Cornish exclusively in their correspondence and when they meet, it is impossible, by any stretch of the imagination, to call any of them a native speaker of the language; for the last native speaker of Cornish died either in the middle of the eighteenth century, or, as some say, at the end of it or in the first years of the nineteenth; but a good deal of Cornish writing had survived,

and it is from this, plus hints in English on living pronunciation, which gave the modern students and revivers of Cornish something on which to work as a foundation.

The grammar of the Celtic languages is regarded by many as difficult and complicated. Compared to the grammar of French, English, Italian and Spanish, this is true; but when compared to the Slavic languages and German, it is not so. German and the Slavic group are inflected languages, with a number of declensions of nouns and conjugations of verbs. In these languages the various cases of the noun are indicated chiefly by the ending, whereas in the Celtic group, some changes take place at the beginning of the noun; and this is perhaps one of the reasons why many students consider them so difficult to master. In the Brythonic group, this system of sound alternation is known as mutation, while in the Goidelic group it is known as aspiration or eclipsis, according to its nature. In addition, Irish, at least, also has some sound-changes at the end of nouns, particularly in the first and second declension. Examples of these might be given, but limitation of space forbids their inclusion here.

It is probably the idiom and the syntax of the Celtic languages which make them such an interesting study to an outsider, or even to one of Celtic ancestry who is not a native speaker of any of the languages. It is quite definitely agreed by Celtic scholars that the reason for this is that while the basic vocabulary of the languages is Aryan, or Indo-European, the syntax is non-Aryan; and some scholars, including Sir John Morris-Jones and Aodh De Blacam, were of the opinion that the syntax was that of the people who occupied western Europe and the British Isles at the time of the Celtic invasions and conquest; and according to Caradar (the late A. S. D. Smith), in his little pamphlet on the story of the Cornish language, this non-Aryan people, commonly known as Iberian, as Sir John Morris-Jones believed, may have been Hamitic, related to the ancient Egyptians, Berbers, and Kabyles of North Africa. Whatever the truth may be, the blending of the Celtic and Iberian languages has resulted, to this day, in a group of languages whose idiom and syntax are often poetic

and picturesque even when the speaker is using ordinary prose or conversational speech. Something of this same vividness has been carried over into English by Welsh and Irish speakers, and even by the ordinary Cornishman according to Caradar's pamphlet.

Some illustrations of this Celtic syntax and idiom may be given here in translation; and as a student of Irish and Welsh myself, though by no means a profound scholar in either, I can give a few at random from both languages. A peculiar feature of the Celtic languages is the fact that they lack a definite verb meaning "to have," so that many curious and interesting idiomatic constructions must be employed to convey the idea of possession. Thus, in Irish and Manx and Scottish Gaelic, tangible objects and some attributive qualities or characteristics are "at" a person, while in Welsh they are "with" a person. In all six of the Celtic languages, most mental and physical sensations are said to be "on" a person. Thus, the sentence "I am hungry" is usually rendered "There is hunger on me"; and the same goes for thirst, weariness, joy, sorrow, fear, surprise or wonder, etc. On the other hand, the sentence "I have a book" is rendered in Gaelic "There is a book at me," and in Welsh, "There is a book with me." It can readily be seen that as a result of this group of idioms, some interesting turns of phrase occur when the Bible is translated into the Celtic languages. Thus, the expression rendered in English as "fear not" or, in our later translations, "do not be afraid" becomes "let not fear be on you" in the Celtic idiom; and in the Welsh Bible, the last part of the sentence, "The Lord is my shepherd, I shall not want," becomes "there shall be no want on me."

As indicated above, much of the vivid Celtic idiom came into English as spoken by the Welsh, Irish, and others in the British Isles when it was imposed on them without any adequate facility being offered for proper or formal education in English. Thus, when an Irishman of former generations said "What's on you, boy?," meaning "What's the matter with you, boy," he was literally translating a Celtic idiom; and when he said, "I'm after coming from the fair," he was merely using a literal translation of the idiom, common to Irish and Welsh, to indicate that an action has just taken

place or has been completed in the past. He was merely saying, in his own way, "I have just come from the fair."

Another feature of the Celtic grammar and syntax is that in all of the languages, especially in Welsh and Irish, there are different forms for the verb "to be," which in certain tenses are used to express different shades of idea implied in the general verb itself. In Irish grammar they are called immediate, habitual, and emphatic; and while I do not know the Welsh grammatical terminology, the different shades of meaning are virtually the same. When the Irishman said, for example, "It's a fine day it is," he was emphasizing the quality or character of the day's weather; and in Gaelic, he would have said "Is breá an láé," literally, "It is fine the day it." In the same way, if a Welshman said in English, "A good sailor, David is," he was using the same sort of construction to emphasize the fact that David was not only a sailor, but a good sailor. In Welsh he would say "Morwr da yw Dafydd." As to the use of the habitual or consuetudinal tenses of "to be," it also has a definite place in the grammar of these languages. With the Irish speakers trying to use English, and passing on their kind of English to their children even when they did not teach them Irish Gaelic, it gave rise to such turns of phrase as, for example, "John do be tired every night," or, with some, "John be's tired every night." I cannot speak with any authority as to what the Welshman did or does with anything similar in Welsh when he wished or wishes to imply the same fine shade of meaning in English. I can say that even in my own family, where Irish Gaelic was not the native speech, both "do be" and "be's" were used, even by me and my brothers and sisters, until we were rid of it either by teaching or teasing at school. I was heard to say once, during my first year at school, "What does he do when he be's over there?" Without implying any ridicule of her, I can say truthfully that I once heard one of my sisters say, in all seriousness, of a certain gentleman, "What does he be doing when he be's traveling around so much?" She often reverts to this Anglo-Gaelic idiom when expressing strong feeling. As a final illustration from personal experience, I will record here that I still remember the tender, wistful tone in my moth-

er's voice when, seeing perhaps a pensive expression on my face, she said to me, "You do be thinking, don't you, dear boy?" Had she known Irish Gaelic as well as she knew some of its idiom as rendered into English, she would have said to me, "Bíonn tú ag smaoineamh, a bhuachaill dhíl, ná bíonn?" and she would have said "ná bíonn" instead of the more generally used "nach mbíonn," because that is the Munster Irish usage, and her people were Munster Irish. The nearest to an English rendering of this sentence would be this: "You do be at thinking, boy dear, be you not?" Perhaps these illustrations will give some idea of the reason for the haunting beauty to be found in some of the things which have been translated from the Celtic languages into English, by men who knew how to translate in such a way as to preserve some of the vivid flavor of the idiomatic original. The only other thing I will say about the various forms of the verb "to be" as found in the Celtic languages is that when either a religious or scientific treatise is written in any of them, these various forms of the verb serve a very useful purpose, and make clear to the reader whether a statement is to be taken as implying affirmation or negation, emphasis or custom, regarding the subject of the statement in question; and this, even in a scientific treatise on any one of what we consider scientific subjects, may turn out to be very intelligible. This is one answer to those who may think it a piece of childish folly to try to write a sober, scientific essay or treatise in Irish or Welsh. Some modern Irish and Welsh authors have done just that, and done it well.

It might be well to speak of some other aspects of the Celtic languages. These aspects make for the building of a sound, modern-concept vocabulary.

The Welsh and the Irish have preserved their national spirit in a wealth of poetry and story which, when discovered by non-Celtic scholars of the last century under the influence of the romantic movement, was a veritable surprise to them. In both Wales and Ireland, scholars found on the lips of living men and women whole cycles of poetry and prose tales, some of which the same scholars and others had previously found only in old manuscripts hidden in monasteries and other places on the Continent and

in Britain; and it was this living, oral tradition which brought them to realize that for the speakers of Welsh and Irish, the historical and legendary past were, so to speak, still a living reality. It may be said, with a good deal of truth, that so strong is the Celt's inner consciousness of the living reality of the past, that to him there is hardly any gap between past and present. Thus, in relation to real history, he remembers things which it might have been better for him to forget long ago; but this same sensitiveness, this same fierce pride, brought about in our own day the establishment of the Irish Republic, plus a real revival of the Irish language despite some strong opposition at home; and it also brought about a revival of Welsh nationalism which insists on the use of the Welsh language in a Welsh parliament. Moreover, both languages are shown by their serious users to be perfectly capable of growth and survival in a busy, modern world of science and materialistic "practicality." It is to be noted here, out of respect to those who are writing in the Celtic languages today, that they are perfectly aware of most, if not all, of the difficulties which confront them in their efforts to keep these languages alive—difficulties economic and otherwise; but it is to their credit, surely, that they have, as in Ireland, established at least two new monthly magazines in the Irish language, and have published and are publishing new books in Irish, chiefly in Roman type rather than in the Gaelic type or "Irish hand" formerly used; and I know, from even a cursory examination of two new dictionaries for Irish and Welsh—the Welsh-English, English-Welsh dictionary by T. Gwynn Jones and Arthur ap Iwan and the "Learner's English-Irish Dictionary" by An Seabhac—the pen-name of Patrick Segrue, a name meaning "The Hawk"—that both languages have evolved words for such varied concepts and realities as astronomy, automobile, chemistry, gravity, telephone, telegraph, and many others, some of which will be cited hereafter in illustration of certain points to be made before I conclude this all-too-brief essay on the subject in hand.

Both Irish and Welsh are rich in words

formed by compounds, and by the addition of prefixes and suffixes having their special significance. This makes for a rich and varied vocabulary of words composed of elements native to the language itself. Like every other European language, both Irish and Welsh have, of course, assimilated words from Latin, Norman French, and English, giving them the peculiar phonetic character of native Celtic words; but in Irish, at least, the number of words for modern objects, ideas and concepts is surprisingly extensive and interesting to note.

A few examples may illustrate this last statement. An automobile, or motor car, is *gluaisteán*, from the root *gluais*, act of motion. A bicycle, *rothar*, from *roth*, a wheel; a radiator in a car is *fuairadán*, from *fuair*, cold; electricity, *aibhléis*, from *aibhle*, a flying spark; telephone, *guthán*, from *guth*, a sound, a voice (the alternative form, *telefón*, is also used). It is interesting to note that in Welsh, the word for bicycle is spelled *beisicl*, which is merely a Welsh phonetic rendering of the English.

Here are only a few scientific terms in both languages, Irish and Welsh, which I gleaned from the dictionaries already mentioned. Anatomy: Irish, *coirpeolaíocht*; Welsh, *dyfinaeth* (literally, body-science). Astronomy: Irish, *réalteolaíocht*; Welsh, *seryddiaeth* (literally, star-knowledge). Botany: Irish, *luibheolas*; Welsh, *llyseuiaeth* (literally herb-knowledge). Chemistry: Irish, *ceimic*; Welsh, *cemeg* (derivative forms, as in English). Geography: Irish, *tíreolas*; Welsh, *daearyddiaeth* (literally, earth-knowledge). Thermometer: Irish, *teomhéadar*; Welsh, *gwres-fesur* (literally, heat-measure).

The words listed above will show that except for their words for chemistry, both Irish and Welsh have stuck to native root-words and suffixes to form them. An entire essay could be written to show the wonderful wealth of words both languages have devised and may devise by means of roots, prefixes and suffixes. Both Irish and Welsh are, linguistically, a striking example of the will to survival.

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## On the Professional Status of Academic Translators

AS INTEREST mounts in the translation of foreign writings, particularly technical papers, so do the problems and questions related to ethics and professionalism. Considering the fact that practically all foreign language teachers do some translation work, and that this will undoubtedly increase, these questions deserve some thought in an effort to achieve some sort of uniformity in approach, and to make the work contribute to rather than detract from the standing of the teacher.

First, it should be understood that at least in America translation itself is not a profession. It does not follow, however, that a given period of time during which a teacher brings all his specialized training and knowledge to bear on a subject peripheral to his profession is worth less than an equivalent amount of time devoted to using the same dearly bought skills in, say, tutoring. Far too many teachers presently demean themselves and the profession by accepting pitiable sums for tutoring, and even those who do not, tend to work for substantially less when called upon to do a translation. This action seems to be based on the premise that a French teacher knows nothing of heat conduction and will, therefore, take longer to do the work than would an experienced technical translator. Although the result is usually a highly polished translation, far smoother than those turned out by a professional agency, the bill is frequently so ridiculously low as to degrade the work and the worker.

The inclination to lower one's rate because of a lack of expert qualification in the precise area of a translation project is distinctly unprofessional. It is perfectly obvious that if a company had a heat transfer engineer fluent in French, he would do the job. Since the company does not, it is faced with three choices: a) it can teach the engineer French; b) it can find someone who knows French and who can learn enough about heat transfer to translate a given document in

that field; and c) it can send the document to a translation agency. The third choice may be a little cheaper in some cases, but it involves sometimes a considerable wait and often results in very strange English. Teaching the engineer French would be the ideal long-term solution, but would involve the expenditure of considerable money for tuition, and of course the temporary loss of the man's services as an engineer. The company will therefore quickly narrow the choices to two. And when there are sundry little persons around who will do expert work for practically nothing, its mind will be made up. In addition, proximity and immediate availability are perhaps the greatest virtues of the academic translator. Many times a teacher and an engineer work together on a translation. If the engineer were doing this on a consultant basis, he would ask fifty dollars for an afternoon's work, while the teacher, who contributed the real toil and above all *the essential knowledge not possessed by the company*, would scarcely dare dream of asking half that sum!

A disturbing element is that many firms getting such cut-rate translations feel that the low rate is not only quite proper, but that they are really doing the teacher a giant favor by affording him the opportunity to earn some supplementary sums, and are wont to scream in the agony of the gouged if the teacher turns in a professional-sized bill. The executive who charges a \$100 per diem (plus expenses) fee for inspecting someone else's plant is enraged by the suggestion that a man with a Ph.D. and long years of experience is worth at least five or six dollars an hour! It is long since time that such people be made to realize that the Twentieth Century has arrived—Sputnik and all.

The obvious solution is for the entire academic profession to close ranks and make it impossible to buy the time of a teacher for anything less than five dollars an hour, and let the howls of anguish fall where they may! Faced

with such a change some businesses may send more work to agencies, but they will get used to the idea of paying what is still a modest fee in order to take advantage of the teacher's accessibility and the fact that he can always delay grading a test for a day and set immediately to work.

In exchange for our new "professional standing," we must take care to recognize our own limitations and to refuse any job that is so far beyond our technical abilities that we cannot be sure of turning out a creditable and accurate translation. If a company pays professional rates it has a right to expect polished, professional work. In turn, in exchange for the promise of excellent work done immediately, the firm must expect to grant us sufficient research time (paid for at the same rate, of course) to familiarize ourselves adequately with the material and the field so that we can perform this work. There must be none of the business of charging only for "typewriter time," feeling that the time in the library was our fault for not knowing about the interpretation of data on oil bearing rock. No one expects the petroleum engineer to know Old Norse or to feel ignorant and penitent if he does not.

In all cases a minimum fee should be charged. It is damaging to the profession to toss off trivial items for nothing, or, far worse, to charge a fractional part of an hourly rate for them. Here we are treading the line on the admirable but overworked idea of the "community service" of a school, college, or university. Every language teacher spends a certain amount of time helping monolingual immigrants, say, or reading letters from relatives overseas. These activities should of course not be curtailed, but it is certainly illogical of a businessman to expect a free translation of something on which he may profit. I believe that there should be a minimum charge of five dollars for so much as reading a Buenos Aires telephone number for any commercial enterprise, and that the minimum for translating any letter or document of more than an easy paragraph should be ten dollars, with hourly rates beginning above that figure. If a firm stands to sell 600 washing machines as a result of a letter, five or ten dollars is little enough to pay. The fact that one out of three such letters may be a request from a lonely Peruvian herder

for the firm's current girly calendar is no concern of a teacher.

In advance of accepting a major translation job the teacher should see to it that the company is aware of his rates, and should insist on a written official work order naming the project and the rate. He should also find out if a "clean" copy is desired, which will prove to be a rather expensive typing rate, or if the company prefers a finished but imperfectly typed copy. In this case, he should state the extent of the responsibility he is willing to assume for the accuracy of the finished product. He should also ascertain any deadline that exists, and arrange for compensation for any other income lost as a result of having to work continuously on the translation. If the possibility of travel and research costs, or of expert consultation fees exists an advance understanding on all these must be reached. In some fields the translator could conceivably insist on premium wages as a result of heavy responsibility hinging on the accuracy of his work (concerning explosives, for example).

A person who either balks at the projected price for a translation or who later seeks a reduction should be tactfully told not to seek professional services until he is ready to pay professional rates, and the teacher should absolutely refuse to reduce an honest bill figured at his standard rate. It might be well to suggest to such an individual that he calculate the hourly income of the "other doctor" whose specialized knowledge he buys—the one with the sad tale about how many years he has spent in school!

If these ideas sound radical it is only additional evidence that minimum standards are long overdue. They are only a modest approach to those in effect in other professions. If, in order to provide a decent life for our families, we are forced to work part-time as shoe clerks (also our own fault), we cannot charge professional rates for our time while so engaged. But when we work at something near our profession and using our professional, specialized knowledge, as translating, we *must* charge professional rates. To do otherwise is silly, demeaning and detrimental to the teaching profession.

DEAN OBRECHT

*Lafayette College*

## Fernandel and Raimu as Informants

IT WOULD seem to be the most natural thing in the world to use a scenario or screenplay as a text in a foreign language course—to use it, that is, in conjunction with the film made from it and in conjunction with the recorded sound track of the film. Students could then hear and view what they had been reading, an opportunity they usually miss when they read plays. They would become acquainted with intonation as well as pronunciation in a most natural way and they would learn gestures, a far too neglected aspect of language study. We at the University of Arizona decided to give the idea a try and in Summer Session it fared so well that we have decided to use it in our regular classes in second year French.

Film scenarios have been used before as texts. The scenarios of Pagnol's *Cigalon* and *Merlusse*, for example, have been edited for school use in America but the films are not available in the United States. Films themselves have been used in reading courses, but without scenario and only as a means of providing added and marginal interest. Gide's *Symphonie Pastorale* is followed in some schools by the showing of Delannoy's film by the same name. A showing of this adaptation elicits discussion, but it is limited to superficial comparisons. The University of Arizona has been offering for some time a scenario reading course to certain advanced students as a one semester literature course. The student reads scenarios of Prévert, Cocteau, Aurenche, Spaak, Pagnol and Clair. After his reading, he may see the film.

Our language project, however, has a different aim from any of the above. It links the idea of language study with reading by using the sound track and the film at the same time as the scenario. For our purpose we selected *La Fille du Puisatier*. It was available in published form in Pagnol's *Oeuvres dramatiques*. It seemed unlikely to upset professors (students being astonishingly receptive to "new" ideas, like Cocteau's *Orphée*). It is a profound play, with reflections on life in Provence and the world and

with a good deal of philosophy about patriotism, honor and justice. Moreover, *La Fille du Puisatier* is by Pagnol. Pagnol's name is accepted by most text-book users. He is a member of the Académie française. Being a most accessible and approachable author, he was willing to let us try the experiment. One final consideration governed our choice: the actors. Fernandel and Raimu, in spite of their "southern accent," have a natural and unstudied intonation. The peculiarities of their speech are no more objectionable than the esteemed Tartarin's. And their gestures are magnificent.

Since the text existed only in a deluxe volume with other plays, we decided to edit our own mimeographed copy. Our editing was not extensive. The footnotes contain only the words not covered by the Landry list of 5,000 words. In using the text, however, we found a need for a few explanations about time lapses which are insufficiently stressed in the screenplay.

The class with which we made the trial run was an average summer school class in second-year or intermediate French. Most members of the class were taking the course as a requirement for graduation. When I broached the idea of reading a scenario of a film which they could see, they were skeptical at first but gradually became more enthusiastic.

Contrary to the current view that scenarios must be difficult reading, the class found the language as well as the subject and the form easy to master. They found the text considerably less difficult, for example, than *Contes Modernes*, *Le Crime de Sylvestre Bonnard*, *Car-men* or *Cyrano de Bergerac*. Rather they compared it for level to a first year text: the *Contes* of the "Bond Graded Reader Series!"

To train the students linguistically, we used a multiple approach. Daily assignments averaged six pages, the whole text numbering about 140 pages. Daily recitations consisted of a pronunciation drill, during which we corrected with minute care any pronunciation mistake the student made as he read two or three sentences.

Afterward we had the class translate into English, noting significant idioms and vocabulary. Further reading of French, devised to increase fluency and improve intonation, proceeded with a minimum of interruption by the teacher. Quite naturally, students read the different roles as in a play. For additional exercise in speaking and comprehension each student memorized one role for one page and performed it before the class with his partner. The class took frequent dictations based on the text, and questions, both with prepared answers and without, which kept them on their toes.

We placed a tape recording of the sound track of the film in our audio laboratory for use by individual students. In this way, they could listen to any part of the scenario that interested them or gave them particular difficulty. Although they listened continuously, they used the recording most intensively when they memorized their roles for class performance. After the reading was finished, the whole class followed the tape recording together without their scenarios, asking only occasionally for repeats.

Finally came the film showing. Brandon Films, Inc., interested in the experiment, donated the film for the necessary performance. We projected the film, masking the English subtitles for one complete showing. The following day we showed the film again. This time, however, with the class forewarned, we stopped

the film at predetermined spots, asked the students to record the last speech of a given character, showed the scene again, and went on to another stopping point. There were fifteen of these "spots" in all. All the students accepted the challenge, although they varied in their ability to understand most of the test portions, to translate the "spots" accurately into English, or to transcribe them into correctly spelled French.

We have discovered that such a method has a dual value. First, it satisfies traditional requirements for a reading text in a conventional grammar-reading course. A scenario, such as *La Fille du Puisatier*, offers the usual idioms, vocabulary, and syntax to the student. It is literature of the highest quality as well. Second, it provides an excellent means for implementing the so-called "oral method" or "direct method" in institutions where prohibitive expenses prevent the purchase of multiple electronic devices or the hiring of native informants. Using a scenario and film, we can reproduce the voices of native speakers in natural, vital conversation on a tape recording of the sound track. Raimu and Fernandel and the rest of the cast, captured on the sound track and the screen can be our informants.

ROBERT M. HAMMOND

*University of Arizona*

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#### CENTRAL STATES MODERN LANGUAGE TEACHERS ASSOCIATION

The Forty-Second Annual Meeting of the Central States Modern Language Teachers Association will be held at the Statler Hotel, St. Louis, Missouri, May 1-2, 1959. The officers of the various Sections are as follows: French: Chairman, Daniel Delakas, Ripon College, Ripon, Wis., Secretary, Richard Payne, Southwest Missouri State College, Mo. German: Chairman, Bernhard V. Valentini, Wayne State University, Detroit, Mich., Secretary, Philip W. McDowell, New Trier Township High School, Winnetka, Ill. Italian: Chairman, Luigi Borelli, Ohio State University, Columbus, Secretary, Armand DeGaetano, Wayne State University, Detroit. Scandinavian: Chairman, Lloyd Hustvedt, St. Olaf College, Northfield, Minn., Secretary, Dorothy Satterlie, Waldorf College, Forest City, Iowa. Slavic: Chairman, André L. de Saint-Rat, Miami University, Oxford, Ohio, Secretary, Philip Bordinat, Miami University, Oxford, Ohio. Spanish: Chairman, Ruth Davis, State University of Iowa, Iowa City, Secretary, Violet Bergquist, Evanston Township High School, Evanston, Ill. Teacher-Training: Chairman, Walter V. Kaulfers, University of Illinois, Urbana, Secretary, André Lévêque, University of Wisconsin, Madison, Wis. Stephen L. Pitcher, Business Manager of the *Modern Language Journal*, will be the General Chairman of the Local Committee.

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## *Independent Study of Literature in Translation*

A RECENT survey of the status of independent study in modern foreign language departments revealed nearly universal recognition of the desirability of increasing the responsibility of mature students: students must be encouraged to participate more actively in their own education.

Most of the programs of independent study now in effect are either regular offerings of the departmental honors type or special offerings of regular courses with reduced contact hours to meet the needs of individual students. By registering for such courses, students in smaller institutions are enabled to complete the required hours for the major without extramural work.

Due to the dedication of the faculty, most such programs have been successful. However, the decrease in class meetings seems to be generally accompanied by a marked increase in conferences. Consequently, any decrease in "contact hours" exists on paper only. The answers to a questionnaire recently distributed to representatives of modern language departments mentioned again and again the burden upon certain professors: because of non-inclusion of independent study in the teaching load, new instructors lack incentive, and those professors who, because of their firm belief in the philosophy underlying independent study, repeatedly undertake the direction of the students' special investigations, find that the added work involves a serious distraction from their own research and regular teaching duties. All too frequently one type of dependence is replaced by another more demanding type.

In the face of the anticipated influx of students during the next decade, we can no longer assume faculty subsidizing of all independent study. The Second Report to the President, presented in 1957 by the President's Committee on Education beyond the High School, mentions as a promising approach to the improvement of faculty utilization: "giving students more responsibility for their own education

through greater reliance on independent study and less on daily instruction from teachers." The Report urges: "vigorous and objective exploration and application by faculties and administrators of methods of increasing the effectiveness and productiveness of the teacher," including "instructional procedures which place on the student more responsibility for self-education." The Committee believes that educational methods which place larger responsibility for learning on the student himself "could actually improve the quality of education at the same time it helped to relieve the teacher shortage."

An editorial from the March 13 issue of the *Wellesley College News* reflects the enthusiasm with which the students welcomed a plan to substitute experimentally in most three-hour courses two one-hour periods per week for the traditional three 50-minute class meetings. Such a revision of the schedule is designed to leave Wednesday and Saturday free from fixed academic appointments. The editorial comment, as quoted in the April 1958 issue of *News from Wellesley*, welcomes the action of the Academic Council as a vote of confidence in the student body:

The importance of the schedule revision lies more in its philosophy than in its specific implementation. Its success depends more on student endorsement of this philosophy than on the mechanical efficiency of the plan. We wholeheartedly accept the basic assumption that serious independent study is of the highest educational value. This thesis underlies Wellesley's curriculum as it now stands. Until now, students had to wait until junior or senior year before they had the chance formally to undertake . . . intensive investigation of a subject . . . The change expounds this opportunity by allowing greater and earlier emphasis on independent study.

One of the chief objections to the traditional honors programs, as well as to independent study of the subject matter of regular advanced courses, concerns the exclusion of all but superior students, already possessing many of the qualities which the programs are intended to inculcate. The advantages of Wellesley's pro-

posals are not limited to the intellectually elite, and, as the editorial implies, the students themselves appreciate the extension of opportunities for independent study to everyone, without regard to scholastic index. In fact, as is indicated in Wooster's bulletin entitled *Adventure in Education*, many students who have shown little promise during their first few semesters, sound their "own true depth" when permitted to investigate a field of special interest. A program prescribing independent study for all upper-class students has been in effect at Wooster since 1956, and when awards for distinguished work are made at the end of the course,

the honors man frequently turns out to be the seemingly average boy of the freshman and sophomore year who never would have dared propose himself for anything beyond routine class work and whom the faculty might have rejected as unpromising honors material . . . His final hard-won laurels often come as a shock to him and to his companions. But this shock is a wonderful thing to watch when it happens. It can be one of the honest triumphs in education. And the student to whom it happens will feel its force for the rest of his natural life.

In his footnotes to a committee report on independent study, Dean Bruce Dearing of Delaware's School of Arts and Sciences, warns that the tutorial approach must not axiomatically be considered the sole alternative to the classroom method.

It will probably not be easy to educate the students (or their parents) to the idea that they are getting their money's worth of education if they are provided with the means of acquiring knowledge rather than spoon-fed information. But the effort is worth making, and must be made, if we are to teach most effectively, meet our commitments, and preserve time for research and other professional activities which sustain teaching.

Fully accepting the Dean's statement, the Department of Modern Languages and Literatures at Delaware has embarked experimentally upon a program designed to allow all students to participate more actively in their own education without at the same time imposing added paper work and conferences upon the members of the faculty. It is by no means envisaged as a substitute for the Honors Program designed for increasing the depth of learning of gifted majors and for acquainting them with research methods. The new courses are provided for mature non-majors only without regard to academic average.

The student engaged in independent study of a field, of course, needs the guidance of the more experienced faculty member; he is dependent upon the instructor primarily for prescribed reading lists or for indoctrination in methods of assembling bibliographical data. The instructor must also be responsible for ascertaining by means of valid and comprehensive examinations whether the student's coverage and grasp of the field has been adequate.

In recognition of these responsibilities, the Modern Language Department has established prescribed reading lists of literary works in translation as well as critical works in English, which supply background material. And examinations, in part oral, have been planned. Since essentially the same reading lists and instruction sheets are given to all students electing to study a particular period of a national literature, only a modest amount of faculty time, primarily for examinations, is required after the initial offering of the course. Students with junior or senior standing, in other words those who normally have had at least one literature course in English, are permitted to elect an independent study course, with credit ranging from one to nine hours, in various periods of the various Continental European literatures. The Medieval and Renaissance Period, the 17th and 18th Centuries, or the 19th and 20th Centuries, may be elected in French, German and Spanish literature. Most of the reading could be accomplished by the student during the summer, although he could undertake the work during the regular semester, since his registration for the course merely involves a contract with the department that he will complete the required reading and present himself for the examination when he has integrated the material to his own satisfaction.

The aim of the course is breadth and integration of learning. It is hoped that through it students who have had some experience with the study of literature, but who cannot pursue courses in the foreign language in question, may gain some insight into the literature of a European country and with it a better comprehension of the foreign culture. Students majoring in a related subject, such as art, history, music or the literature of another country, may expect to enhance their understanding of their major

field through integration with their readings in Continental European literatures.

The Delaware offering is not unique. At another university a similar plan has been in effect since 1917, with about 10 student participants during the past five years. There, however, the subject for study is recommended by the instructor on the basis of the student's background, whereas at Delaware the nine reading lists have been established, and the student makes his selection among them.

Student response to the plan has been enthusiastic. It would appear that most students are willing, if not eager, to exercise more initiative in their learning. Surely a sound educational program should encourage them in this desire to learn for themselves.

From the point of view of the faculty members, the gain would be added time for research and for supervision of majors and for regular classroom teaching. Some courses, especially

the elementary and intermediate language courses, where drill is important, can of course not suffer any reduction in contact hours.

In an address given in April of 1958 at a dinner honoring faculty authors at Temple University, President John A. Perkins summed up the situation as follows:

"The college teacher of the future in his own self-interest is going to have to make some accommodations to the proposals of Beardsley Ruml: that is, productivity in terms of students taught per hour has got to go up. Conceivably, the large lecture is but one method. Much more time will also be devoted to preparing bibliographies, carefully planning assigned readings and in the development of comprehensive and reliable examinations. The student then proceeds to independent study. Such study should, too, lead to independent thinking: the result is self-education. Only if your students—better selected and better motivated—proceed to this type of education will there be time for you to walk the second mile of academic life—productive scholarship."

ELIZABETH E. BOHNING

*University of Delaware*

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Twenty-five travel grants are allocated annually for American teachers of GERMAN to participate in a special summer course in German literature, language, history, and culture. The course is sponsored by the Goethe-Institut in Munich, and lasts approximately eight weeks during the months of July and August. The seminar is primarily intended for secondary school teachers, but young college teachers, ordinarily at the M.A. level and not above the rank of assistant professor, who have not previously had an opportunity to study in Germany, are also eligible to apply. The program is divided as follows: one week of travel through Germany with visits to various educational and cultural centers; three weeks of language and literature classes with occasional excursions to the Goethe-Institut training centers in southern Germany; one week, information visit to Berlin; and three weeks of lectures and discussions on German language, literature, and culture with other foreign teachers of German in Munich and Stuttgart. A good knowledge of German is required. Maintenance expenses and course fees are to be defrayed by the participants. Transportation will be arranged for sailing the end of June. Inquiries concerning these awards should be directed to the U. S. Office of Education, Division of International Education, DHEW, Washington 25, D. C. Word of these annual opportunities should be passed on to high school teachers of German.

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## *Personalia\**

**University of Alabama**, University, Alabama. Department of Romance Languages.

Promotion: Hubert E. Mate—Professor

Retirement: Margaret M. Davis—28 years of service

**University of Alberta**, Edmonton, Alberta, Canada. Department of Modern Languages.

Appointments: R. Motut—Assistant Professor—  
—from University of Washington; B. Plaskacz—  
—Assistant Professor—  
—from Carleton University, Ottawa, Canada

Death: E. Mueller—June 13, 1958

Promotion: O. Starchuk—Associate Professor

**Alliance College**, Cambridge Springs, Pennsylvania. Department of Modern Languages.

Appointment: T. R. Kosinski—Associate Professor—  
—from St. Louis Public Library

Resignation: M. Giergielewicz—to University of California

**American International College**, Springfield, Massachusetts. Department of German.

Appointment: Manfred Halberstadt—Associate Professor and Head of Department—  
—from Yeshiva University

**Amherst College**, Amherst, Massachusetts. Department of Romance Languages.

Leave of Absence: Elmo Giordanetti—second semester 1958–59—research in France

**Aquinas College**, Grand Rapids, Michigan. Department of French and Spanish.

Appointment: José P. Soler—Assistant Professor—  
—from Academia Castellano and Liceo Lope de Vega, Spain

Return from Leave: Gines M. Maiques—  
—from Spain and Italy

**University of Arizona**, Tucson, Arizona.

Leave of Absence: Jack Davis—second semester, 1958–59—research

Promotion: Renato Rosaldo—Head of Department of Romance Languages

Resignation: Robert Lowe—to Georgetown University

Return from Leave: John Reynolds—  
—from Spain and Italy

**University of Arkansas**, Fayetteville, Arkansas. Department of Romance Languages.

Appointment: Mildred Boyer—Assistant Professor—  
—from University of Illinois

**Augustana College**, Sioux Falls, South Dakota. Department of Modern Languages.

Leave of Absence: Patricia Karraker

**Augustana College**, Rock Island, Illinois. Department of German.

Appointment: John Sirevaag—from Grand View College

**Baldwin-Wallace College**, Berea, Ohio. Departments of French, German and Spanish.

Appointment: Renée M. Zirkle—Assistant Professor—  
—French Government Grant (1956–57)

Promotions: Ann Dash—Assistant Professor; Louise Kiefer—Assistant Professor

**Baylor University**, Waco, Texas. Department of Modern Languages.

Leave of Absence: Julius O. Purczinski—Fulbright Grant to University of Athens to instruct native teachers of English on methods of teaching English

Promotions: Margaret Ellen Beeson—Associate Professor; J. L. Shepherd—Chairman of Department of German; Lois Marie Sutton—Professor

Retirement: Joseph E. Hawkins—48 years of service

**Beaver College**, Jenkintown, Pennsylvania. Department of French.

Resignation: William L. Ware

**Beloit College**, Beloit, Wisconsin. Department of Modern Languages.

Appointment: Kiffin A. Rockwell—Assistant Professor—  
—from University of Illinois

Promotions: John H. Hartman—Assistant Professor; Nicholas M. Paley—Associate Professor

**Birmingham-Southern College**, Birmingham, Alabama. Department of Modern Languages.

Appointment: Walter Morris—Associate Professor—  
—from University of Texas

Promotion: William H. Myer—Professor

Resignation: Frederick W. Oppermann

**Blackburn College**, Carlinville, Illinois. Department of French.

Appointment: Rosa Brooks Hopson—Professor (one year appointment)

\* Only personnel with the rank of Assistant Professor and above is included in this compilation.

Leave of Absence: Marion Wolcott Plotnik—sabbatical year—advanced study in 20th Century French Language and Literature at the University of Minnesota and Stanford University

**Boston College**, Chestnut Hill, Massachusetts. Department of Modern Languages.

Appointment: Frank Inserni—Assistant Professor—from Clark University

Promotion: Lawrence A. LaJohn—Assistant Professor

Resignation: John Mulligan

**Boston University**, Boston, Massachusetts. Departments of German and Romance Languages.

Promotion: Paul Kurt Ackermann—Associate Professor

Return from Leave: Solomon Lipp—Smith-Mundt Professorship of American Civilization at University of Costa Rica; Herbert H. Myron, Jr.—from sabbatical leave in France

**Bowling Green State University**, Bowling Green, Ohio. Department of Foreign Languages.

Appointment: William A. Hunter—Assistant Professor—from Columbia College

Resignation: John V. Falconieri—to Western Reserve University

**Bradley University**, Peoria, Illinois. Department of Modern Languages.

Appointment: Ralph Brundrett—Assistant Professor—from University of Buffalo

**Brandeis University**, Waltham, Massachusetts. Department of European Languages.

Promotions: James E. Duffy—Associate Professor; Claude Vigée—Professor

**University of Bridgeport**, Bridgeport, Connecticut. Department of Foreign Languages.

Promotion: Eric Marcus—Professor

Resignation: Mitchell Triwedi—to University of Illinois

**Brigham Young University**, Provo, Utah. Department of Foreign Languages.

Death: James L. Barker—May, 1958

Promotion: Harold W. Lee—Chairman of Department of Modern and Classical Languages

**University of British Columbia**, Vancouver, British Columbia, Canada. Department of Romance Studies.

Appointment: Dushan Bresky—Lecturer

Promotions: Rachel Giese—Assistant Professor; Ronald R. Jeffels—Associate Professor;

Girard R. Tongas—Associate Professor

**Brooklyn College**, Brooklyn 10, New York. Department of Modern Languages.

Leave of Absence: Lois Gaudin—sabbatical leave in France

Promotions: Jeanne Grostean—Assistant Pro-

fessor; Anna Zollinger—Associate Professor  
Resignation: Helen Fuller

Retirement: Juliette Carnus—29 years of service

**Brown University**, Providence 12, Rhode Island. Department of Modern Languages.

Appointment: Edward Allen McCormick—Assistant Professor—from Princeton University

Leaves of Absence: Gordon R. Dewart—second semester 1958–59—research; Allan S. Trueblood—first semester 1958–59—research

Promotions: Henry Kucera—Associate Professor; Frederick R. Love—Assistant Professor

Return from Leave: Durand Echeverría—from France; Juan López-Morillas—from Spain; W. Freeman Twaddell—from Princeton University; Karl S. Weimar—from Germany

**Bucknell University**, Lewisburg, Pennsylvania. Department of Spanish.

Promotions: Jeanne M. Chew—Associate Professor; Beatrice E. González—Professor

**University of Buffalo**, Buffalo 14, New York. Department of Modern Languages.

Appointment: Wallace L. Chafe—Assistant Professor—from Yale University

Death: Sayre P. Maddock—December 6, 1957

Leaves of Absence: Charles J. Beyer—second semester 1957–58 in Paris—research on Montesquieu; Olga P. Ferrer de Escribano—second semester 1957–58 as New York University lecturer

**University of California**, Berkeley 4, California. Departments of French, German, and Italian.

Appointments: James W. Marchand—Associate Professor—from Washington University; Will G. Moore—visiting Professor of French—from St. John's College, Oxford, England

Leaves of Absence: Marianne Bonwit—research in Vienna; Warren Ramsey—sabbatical leave; Aldo D. Scaglione—sabbatical leave first semester of 1958–59—Guggenheim Fellowship

Promotions: Madison S. Beeler—Professor; Karl S. Guthke—Assistant Professor; Joseph Mileck—Associate Professor

**University of California**, Los Angeles, California. Department of Spanish and Portuguese.

Appointments: John E. Englekirk—Professor—from Tulane University; Claude L. Hulet—Assistant Professor—from Washington University

Retirements: Manuel P. González—34 years of service; Anna Krause

**University of California, Santa Barbara College**,

Goleta, California. Department of Foreign Languages.

Leaves of Absence: Winston A. Reynolds—sabbatical, spring semester; Samuel A. Wofsy—sabbatical, fall semester

Promotions: William F. Aggeler—Professor; Edmond E. Masson—Associate Professor

Retirement: Eda Ramelli—35 years of service

Return from Leave: William F. Aggeler—sabbatical from Paris

**Carleton College**, Northfield, Minnesota. Department of Romance Languages.

Appointment: Jerónimo Mallo—Visiting Professor, first semester—from University of California at Los Angeles

Leave of Absence: Antonio H. Obaid—first semester—travel and study in South America, especially Chile

Promotion: Charles A. Messner, Jr.—Assistant Professor

Resignation: John Van Horne—to University of Miami

**Carleton University**, Ottawa, Canada. Department of French.

Appointment: Ernest Oppenheimer—Assistant Professor—from Wabash College

Promotion: J. S. Tassie—Associate Professor

**University of Chicago**, Chicago, Illinois. Department of Romance Languages.

Promotion: Wells F. Chamberlin—Associate Professor

Retirement: Jeanne Marie Brochéry—28 years of service

Return from Leave: Bernard Weinberg—from Institute of Advanced Studies

**Clark University**, Worcester, Massachusetts. Departments of Romance Languages and German.

Leave of Absence: Fannin King—study in France

Resignations: Frank D. Hirschbach—to University of Minnesota; Frank M. Inserini—to Boston College

Return from Leave: Karl Arndt—Guggenheim Fellowship in Europe; Raymond E. Barbera—from University of Wisconsin

**Coe College**, Cedar Rapids, Iowa. Department of Foreign Languages.

Appointment: David Gobert—Assistant Professor—from State University of Iowa

**Colgate University**, Hamilton, New York. Department of Romance Languages.

Promotion: Ivo R. Malan—Assistant Professor  
**University of Colorado**, Boulder, Colorado. Department of Modern Languages.

Appointment: Anthony Pasquariello—Associate Professor—from University of Michigan

Death: Miriam Rieder—September, 1957

Leaves of Absence: Stuart Cuthbertson—illness; Gerhard Loose—spring semester and summer 1958—research

Promotions: Luis J. Cortés—Assistant Professor; Tatiana Nennsberg—Assistant Professor; Robert H. Price—Assistant Professor

**Colorado State University**, Fort Collins, Colorado. Department of Modern Languages.

Appointment: D. K. Roberts—Assistant Professor—from Purdue University

**University of Connecticut**, Storrs, Connecticut. Department of Foreign Languages.

Resignation: D. C. Sheppard—to Montana State University

**Cornell University**, Ithaca, New York. Department of Romance Literature.

Appointment: Alain Seznec—Assistant Professor—from Harvard University

Leave of Absence: Morris Bishop—sabbatical leave—spring semester of 1959

**Dartmouth College**, Hanover, New Hampshire. Department of German.

Promotion: H. R. Sensenig—Chairman of Department

**DePauw University**, Greencastle, Indiana. Department of Romance Languages.

Leave of Absence: Ruth Grace—study at University of Michigan

**Drew University**, Madison, New Jersey. Department of Modern Languages.

Promotion: Ruth Domincovich—Associate Professor

**Duke University**, Durham, North Carolina. Departments of Romance Languages and German.

Appointments: Clifton C. Cherpach—Associate Professor—from Johns Hopkins; Richard K. Seymour—Assistant Professor—from Princeton University

Death: Peter Ilkow—January 31, 1958

Leaves of Absence: Marie-Thérèse Dow—research—second semester; Neal Dow—research—second semester

Promotions: Neal Dow—Professor; Elias Torre—Associate Professor

Resignation: James M. Watkins—to Middlebury College

Return from Leave: John M. Feín from Chile

**Elmhurst College**, Elmhurst, Illinois. Department of Foreign Languages.

Appointment: Walter H. Schwab—from Huron College

Promotion: Marie Wellington—Associate Professor

**Elmira College**, Elmira, New York. Division of Languages and Literature.

Appointments: Leonard R. Criminale—Associate Professor—from Ohio Wesleyan University; Françoise Gontier—Directrice, Maison Française from France

Return from Leave: Marjorie G. A. Berndt—from Germany

**Emory University**, Atlanta, Georgia. Department of Romance Languages.

Appointment: Alberto Porqueras—Assistant Professor—from University of Hamburg

Promotions: Grant E. Kaiser—Assistant Professor; Walter A. Strauss—Associate Professor

Resignation: Walter D. Kline

Return from Leave: Oscar A. Haac—from Paris on Guggenheim Fellowship

**Florida State University**, Tallahassee, Florida. Department of Modern Languages.

Appointment: Max Oppenheimer, Jr.—Associate Professor—from U. S. Army Intelligence, Germany

Resignation: Michael Capp

**Fordham University**, New York, New York. Department of Romance Languages.

Appointment: John Devlin—Assistant Professor—from St. Michael's College

Promotion: Alfeo Marzi—Assistant Professor

Resignation: Ferdinando Maurino—to Dickinson College

**Fort Hays Kansas State College**, Hays, Kansas. Department of Modern Languages.

Leave of Absence: Andrew I. Rematore—to work on Ph.D.

**Franklin College**, Franklin, Indiana. Department of German.

Appointment: Moncilo Rosic—from University of Bonn, Germany

Resignation: Horst Galley

Retirement: H. T. Ficken

**Franklin and Marshall College**, Lancaster, Pennsylvania. Departments of Romance Languages and German.

Leaves of Absence: Paul P. Martin—second semester to produce new edition of his anthology "Selected Readings in Cultural German"; Charles J. G. Mayaud—second semester to study manuscripts of Jean Bataille in France

Promotion: Harry L. Butler—Chairman of Department of Romance Languages

**Georgetown University**, Washington 7, D. C. Institute of Languages.

Appointments: Dmitry F. Grigorieff—Assistant Professor; Colman Hardy—Assistant Professor; Marianna Poltoratzky—Assistant Professor

Promotion: Hugo Mueller—Professor

Resignations: Sergei A. Levitzky—to government employment; R. Ross Macdonald—to Ford Foundation; Eugene E. Pantzer

Return from Leave: Bernard Choseed—study for Ph.D. at Columbia

**University of Georgia**, Athens, Georgia. Department of Modern Foreign Languages.

Appointments: Ihor Levitsky; Robert Lott

Leave of Absence: A. Ezell Terry—illness in family

Resignation: Myron Kocher—to work on doctorate at University of North Carolina

Retirement: Claude Chance

**Georgia State College**, Atlanta, Georgia. Department of Modern Languages.

Leave of Absence: Theodore Toulon Beck—to work on doctorate at Louisiana State University

**Goshen College**, Goshen, Indiana. Department of Foreign Languages.

Leave of Absence: Lois M. Gunden

Promotion: Mary E. Bender—Associate Professor

**Goucher College**, Baltimore, Maryland. Department of Modern Languages.

Appointment: Fernande Bassan—Assistant Professor

Leave of Absence: Lester G. Crocker—to Institute for Advanced Study

Retirement: Louise C. Seibert—39 years of service

**Grinnell College**, Grinnell, Iowa. Department of Modern Foreign Languages.

Appointment: F. W. Kaufmann—Visiting Professor—from University of Illinois

Promotion: Beth Noble—Professor

**Gustavus Adolphus College**, St. Peter, Minnesota. Department of German.

Appointment: Sven V. Langsjoen—Assistant Professor—from St. Olaf College

**Hanover College**, Hanover, Indiana. Department of Romance Languages.

Appointment: James A. Castañeda—Assistant Professor—from Yale University

Promotions: Margaret Bailey—Professor; Emma May Hill—Professor

Return from Leave: Margaret Bailey—from Paris

**Haverford College**, Haverford, Pennsylvania. Department of German.

Retirement: J. A. Kelly—35 years of service

**University of Hawaii**, Honolulu, Hawaii. Department of Modern Languages.

Appointment: Ernest Jackson, Jr.—Assistant Professor—from University of Michigan

Promotion: Norito Fujioka—Assistant Professor

Return from Leave: Samuel Elbert—from New Hebrides, Banks, Solomons, and New Britain areas; Ella Wiswell—travel

**Johns Hopkins University**, Baltimore, Maryland. Departments of Romance Languages and German.

Appointments: Joachim Bumke—Assistant Professor; Jeffrey L. Gossman—Assistant Professor

Promotion: Anna Granville Hatcher—Professor

Resignations: Clifton Cherpach; Karl L. Selig

**University of Idaho**, Moscow, Idaho. Department of Humanities.

Promotions: Richard G. Kappler—Assistant Professor; Werner K. Suttner—Assistant Professor

**College of Idaho**, Caldwell, Idaho. Department of Modern Languages.

Return from Leave: William E. Wallace—from Princeton University

**University of Illinois**, Urbana, Illinois. Department of French.

Leave of Absence: Philip Kolb—research in Paris on Marcel Proust—full year

Promotion: Bruce H. Mainous—Associate Professor

**Illinois Wesleyan University**, Bloomington, Illinois. Department of Modern Languages.

Appointment: Patricia Deitz—Assistant Professor—from Lewis College

Promotion: William H. Bettger—Associate Professor

Resignation: Dorothea H. Norwood—illness in family

**Iowa State College**, Ames, Iowa. Department of Modern Languages.

Promotion: Frederick Schwartz—Professor

**John Carroll University**, Cleveland, Ohio. Department of Modern Languages.

Promotions: James J. Peirola—Associate Professor; Bertram Werwie—Assistant Professor

Resignation: Angelo Silvestrini—to Holy Cross College

**Kalamazoo College**, Kalamazoo, Michigan. Department of Foreign Languages.

Appointment: Alfred DuBruck—Assistant Professor—from University of Michigan

**University of Kansas**, Lawrence, Kansas. Department of Romance Languages.

Appointments: Cyrus C. DeCoster—Professor—from Carleton College (Minnesota); Reinhard Kuhn, Visiting Assistant Professor—from Princeton University; Helen Patch—Visiting Professor—from Mount Holyoke

College

Leave of Absence: Barbara Craig—Professor—spring, 1959—to do research in France

Promotions: Agnes M. Brady—Professor; Mattie Crumrine—Associate Professor; Seymour Menton—Associate Professor; Domingo Ricart—Associate Professor

**Kansas State Teachers College**, Emporia, Kansas. Department of Foreign Languages.

Promotion: David E. Travis—Assistant Professor

**University of Kentucky**, Lexington, Kentucky. Department of Modern Foreign Languages.

Leave of Absence: Blaine Schick—travel and research; J. H. Ubben—travel and research

Promotions: Jane Haselden—Associate Professor; J. H. Ubben—Associate Professor

Resignation: Herbert Klauser (Fulbright exchange professor) to return to Austria

Return from Leave: Norman Binger—from Austria; Hobart Ryland—from France

**Kenyon College**, Gambier, Ohio. Department of Modern Languages.

Promotion: Edward Harvey—Professor

**King's College**, Wilkes-Barre, Pennsylvania. Department of Modern Languages.

Leave of Absence: Dan DiBlasi—to obtain Ph.D. at Columbia University

**Knox College**, Galesburg, Illinois. Department of Modern Languages.

Leave of Absence: James McManamon—to teach in Monterrey, Mexico

**Knoxville College**, Knoxville, Tennessee. Department of Romance Languages.

Appointment: Gerard M. Mertens—Professor

Return from Leave: Beatrice Clark—from Paris

**Lake Forest College**, Lake Forest, Illinois. Department of Modern Languages.

Appointment: David Berg—from Oak Park, Illinois, High School

Resignation: Carl Odenkirchen

**LaSalle College**, Philadelphia, Pennsylvania. Department of Modern Languages.

Promotion: Frank Wetzler—Associate Professor

**Laval University**, Quebec City, Canada. Faculty of Letters.

Appointment: Ignacio Soldevila—Lecturer—from University of Madrid

Promotion: Maurice Lebel—Dean of the Faculty

Resignation: Michel Dassonville—teaching appointment in Paris

Return from Leave: Jean-Denis Gendron—from Strasbourg; Jeanne Lapointe—from Paris

**Lehigh University**, Bethlehem, Pennsylvania. Department of Romance Languages.

Appointment: Stephen Condon—from Fisk University

**Lincoln Memorial University**, Harrogate, Tennessee. Department of Foreign Languages.

Appointment: Charles Brockmann—Associate Professor—from King College

Resignation: John Delaney—work for Ph.D. at George Washington University

**Long Island University**, Brooklyn, New York. Department of Modern Languages.

Promotion: Bernard J. Brener—Assistant Professor

**Louisiana State University**, Baton Rouge, Louisiana. Department of Foreign Languages.

Leave of Absence: John J. Guilbeau—for academic year 1958-59 to organize language laboratory and serve as Chairman of Department of Foreign Languages at Louisiana State University branch in New Orleans; Elliott Healy—June 1958-February, 1959—study of Provençal and Italian Renaissance

Promotion: Peter Lunardini—Assistant Professor

**University of Maine**, Orono, Maine. Department of Foreign Languages and Classics.

Retirement: Marion S. Buzzell—39 years of service

**Marquette University**, Milwaukee, Wisconsin. Department of Modern Languages.

Appointments: Erwin Behrendt—Assistant Professor—from Indiana University; Isidoro Montiel—Visiting Professor—from Manuscripts Division, Library of Congress

Resignations: Vladimir Honsa—to University of Southern California; Manuel Macías—to University of Portland

Return from Leave: Samuel Saucedo—doctoral studies at University of Madrid

**University of Maryland**, College Park, Maryland. Department of Foreign Languages.

Appointment: Christoph Hering—Assistant Professor—from Washington and Jefferson College

Leave of Absence: Mark Schweizer—research on Greek stage

Promotion: Thomas W. Hall—Assistant Professor

Return from Leave: Alfred J. Bingham—from Paris, France; Eitel Dobert—Director Junior Year in Munich

**Massachusetts Institute of Technology**, Cambridge, Massachusetts. Department of Modern Languages.

Appointment: George Leuca, Jr.—Visiting Lec-

turer—from University of Akron

Leave of Absence: Noam A. Chomsky—Fellow at Institute for Advanced Study; Richard F. Koch—observation and study of several aspects of intellectual activity which have a bearing on the teaching of modern languages (in Europe)

Resignation: Martin Dyck—to University of Michigan

**University of Massachusetts**, Amherst, Massachusetts. Department of Romance Languages.

Promotions: Sumner M. Greenfield—Assistant Professor; Alexander Hull, Jr.—Assistant Professor

**University of Miami**, Coral Gables, Florida. Department of Modern Languages.

Appointments: Shasta Bryant—Assistant Professor—from University of North Carolina; John Van Horne—Visiting Professor of Italian

Leave of Absence: Anna Ceci Knabb—complete Ph.D. at Columbia University

**University of Michigan**, Ann Arbor, Michigan. Departments of Romance Languages and German.

Appointments: Martin Dyck—Assistant Professor—from Massachusetts Institute of Technology; F. Rand Morton—Assistant Professor—from University of California, Riverside; Robert J. Nelson—Assistant Professor—from Yale University; Walter Puchwein—Visiting Lecturer—from University of Graz, Austria

Deaths: Edward L. Adams—December 3, 1957; Arthur Van Duren—January 26, 1958

Leaves of Absence: Newton Bement—research (first semester); Marc Denkingen—teaching, Middlebury College (first semester) research (second semester); James O'Neill—research (second semester); Herbert Penzl—lecturing at University of Kabul, Afghanistan; Vincent A. Scanio—research for the year

Promotion: Floyd F. Gray—Assistant Professor

Retirement: E. A. Mercado—second semester—39 years of service; Fred B. Wahr—45 years of service

Return from Leave: Edward B. Ham—from University of California, Berkeley; Charles Staubach—from Spain

**Michigan State University**, East Lansing, Michigan. Department of Foreign Languages.

Appointments: Nikolai P. Poltoratzky—Assistant Professor—from Brooklyn College; Carlos M. Terán—Associate Professor

Leave of Absence: W. M. Seaman—research and travel in Western Europe

Promotions: Edith A. Doty—Assistant Professor; George W. Radimersky—Professor

- Resignations: Delbert L. Gibson—to University of Wisconsin; Willi A. Uschald—to Harpur College
- Return from Leave: Johannes Sachse
- Middlebury College**, Middlebury, Vermont. Departments of French and Spanish.
- Appointment: James M. Watkins—Assistant Professor—from Duke University
- Death: Albert Rauty—May 25, 1958
- Leave of Absence: Stephen A. Freeman—first semester 1958–59 to study and travel
- Resignation: Fernand Marty—to Wellesley College
- Return from Leave: Samuel Guarnaccia—Director of Graduate School of Spanish in Madrid (first semester 1957–58)
- University of Minnesota**, Minneapolis, Minnesota. Department of German.
- Appointment: Frank D. Hirschbach—Assistant Professor—from Clark University
- Promotions: Herman Ramras—Professor; Gerhard H. Weiss—Assistant Professor
- University of Missouri**, Columbia, Missouri. Department of Romance Languages.
- Leave of Absence: Albert Brent—research and travel in Spain, 1958–59
- Promotions: Albert Brent—Professor; Bredelle Jesse—Associate Professor; Mildred E. Johnson—Associate Professor
- Retirement: Albert E. Trombly—36 years of service
- Montana State University**, Missoula, Montana. Department of Languages.
- Appointments: Robert Cannaday—Assistant Professor; Louis Jardine—Assistant Professor—from University of Texas; Douglas Sheppard—Assistant Professor—from University of Connecticut
- Resignation: Mario-Louise La Garde
- Retirement: Paul A. Bischoff—30 years of service
- University of Nebraska**, Lincoln, Nebraska. Department of Germanic Languages.
- Promotion: John Winkelman—Associate Professor
- Return from Leave: D. E. Allison—from Germany and Austria
- University of Nevada**, Reno, Nevada. Department of Foreign Languages.
- Promotions: Lawton B. Kline—Associate Professor; George R. McMurray—Assistant Professor
- University of New Brunswick**, Fredericton, New Brunswick, Canada. Department of German.
- Appointment: John E. Oyler—Assistant Professor—from University of South Dakota
- Leave of Absence: Jean Hubener—research
- University of New Hampshire**, Durham, New Hampshire. Department of Languages.
- Promotion: R. Alberto Casás—Chairman, Department of Languages
- Retirement: John S. Walsh (from Chairmanship)
- University of New Mexico**, Albuquerque, New Mexico. Department of Modern and Classical Languages.
- Promotions: Françoise C. Gourier—Assistant Professor; Sabine R. Ulibarri—Assistant Professor
- Resignation: Nonna Shaw—to Indiana University to finish Ph.D.
- New York State College for Teachers**, Albany, New York. Department of Modern Foreign Languages.
- Appointments: Carl J. Odenkirchen—Associate Professor—from Lake Forest College; Eunice Clark Smith—Assistant Professor—from Skidmore College
- Promotion: Frank G. Carrino—Associate Professor
- Retirements: Annette Dobin—29 years of service; Marvin E. Smith—29 years of service
- University of North Carolina**, Chapel Hill, North Carolina. Departments of Romance Languages and Germanic Languages and Russian.
- Appointments: Richard L. Frautschi—Assistant Professor—from Smith College; Karl Selig—Associate Professor—from Johns Hopkins University
- Leave of Absence: Herbert W. Reichert—Guggenheim and Kenan Leave—critical Nietzsche bibliography
- Retirement: Sturgis E. Leavitt—40 years of service
- Woman's College of the University of North Carolina**, Greensboro, North Carolina. Department of Romance Languages.
- Appointment: Janine Nauss—Assistant Professor
- Promotion: William N. Felt—Associate Professor
- Retirements: René Hardré—33 years of service; Malcolm Hooke—36 years of service; Augustine La Rochelle—36 years of service
- North Carolina State College**, Raleigh, North Carolina. Department of Modern Languages.
- Promotion: George W. Poland—Head of Department
- Retirement: L. E. Hinkle—40 years of service
- North Central College**, Naperville, Illinois. Department of Romance Languages.
- Appointment: Rodney E. Harris—Assistant

Professor—from Ashland College

Resignation: Helen Luntz

**Northern Illinois University**, DeKalb, Illinois. Department of Foreign Languages.

Appointment: A. Manuel Vázquez-Bigi—Associate Professor—from the University of Minnesota

**Northwestern University**, Evanston, Illinois. Departments of Romance Languages and German.

Appointment: Erich Heller—from University of Wales

Promotions: Robert J. Binger—Assistant Professor; John K. Leslie—Chairman of Department; Richard Switzer—Assistant Professor

Resignation: Herbert Gochberg—to University of Chicago

**Norwich University**, Northfield, Vermont. Department of Modern Languages.

Promotion: Charles Crain—Head of Modern Language Department

**University of Notre Dame**, Notre Dame, Indiana. Department of Modern Languages.

Leave of Absence: William H. Bennett—first semester visiting professor at University of Michigan

Promotion: Robert D. Nuner—Associate Professor

Resignation: Amédée Dugas—to pursue advanced studies

Retirement: Gilbert J. Coty—33 years of service

**Oberlin College**, Oberlin, Ohio. Departments of French and Italian, German and Russian.

Leaves of Absence: Henry A. Grubbs—1958-59 to study—main subject: Alfred Jarry; Heinz Politzer—1958-59 to Austria for study of Kafka (Guggenheim)

Promotion: Joseph Reichard—Professor

**Occidental College**, Los Angeles, California. Department of Foreign Languages.

Appointment: James Fonseca—Assistant Professor—from Willamette University

Leave of Absence: Austin E. Fife—Guggenheim Fellowship

**Ohio State University**, Columbus 10, Ohio. Departments of Romance Languages and German.

Appointment: James C. Babcock—Professor and Chairman—from Dartmouth College

Death: Gabriel Pradal—March 25, 1958

Promotions: Sigurd Burchkhardt—Associate Professor; James Doolittle—Professor

Retirement: Robert E. Rockwood

**Ohio Wesleyan University**, Delaware, Ohio. Department of Modern Languages.

Appointments: Anthony S. DeSoto—Assistant

Professor—from Bemidji State College; Elizabeth O'Bear—Visiting Assistant Professor; Frank B. Sedwick—Associate Professor—from University of Wisconsin

Resignations: Paul Steele; Bernard Mikofsky  
**University of Omaha**, Omaha, Nebraska. Department of Foreign Languages and Literature.

Appointment: Forrest Hazard—Assistant Professor—from Federal Government Agency, Washington, D. C.

**University of Oregon**, Eugene, Oregon. Department of Foreign Languages.

Appointments: Hugo Bekker—Assistant Professor; Mary C. Davis—Assistant Professor; R. E. Grimm—Assistant Professor

Leave of Absence: C. B. Beall—Fulbright Award for study in Italy; W. A. Leppmann—Guggenheim Award for study abroad

Promotion: Herbert E. Bowman—Associate Professor

Resignation: R. W. Baldner—to University of Southern California

Retirement: E. P. Kremer—30 years of service  
**Parsons College**, Fairfield, Iowa. Department of Modern Languages.

Appointment: Austin E. Fife—Professor

Promotion: Foster E. Brenneman—Associate Professor

**Pasadena City College**, Pasadena, California. Department of Foreign Languages.

Appointments: Albert Baca—from El Monte Arroyo High School; Marina F. Cobb—from Bradley University

Leave of Absence: Rosalie Wismar (Mrs. William Karl)—marriage and travel in Europe

Retirement: Eugene Lueders—26 years of service

**University of Pennsylvania**, Philadelphia, Pennsylvania. Departments of Romance Languages and German.

Deaths: Joseph E. Gillet—June 4, 1958; Domenico Vittorini—March 9, 1958

Leave of Absence: Alfred Senn—spring term for research

Promotion: R. C. Clark—Assistant Professor

Resignation: N. T. Kjelds—to Teachers College, Skyve, Denmark

**Pennsylvania State University**, University Park, Pennsylvania. Departments of Romance Languages and German.

Appointment: Richard J. Browne—Assistant Professor—from Princeton University

Leaves of Absence: Franklin B. Krauss—July 1 to December 31, 1958—study and travel abroad; Laurent LeSage—1958-59—study in

- France on Fulbright Senior Grant  
Promotion: Lois B. Hyslop—Professor  
Resignation: Peter Rudy—to Northwestern University  
Retirement: Herbert Stiner—11 years of service
- Polytechnic Institute of Brooklyn**, New York. Department of Modern Languages.  
Leave of Absence: Conrad P. Homberger—Assistant Professor—Resident Director of the Junior Year in Munich, Wayne State University  
Promotions: Victor Bobetsky—Associate Professor; Bernard Rechtschaffen—Professor and Chairman of Department
- Princeton University**, Princeton, New Jersey. Department of Romance Languages.  
Appointments: Reginald Brown—Visiting Professor—from University of Leeds, England; Ralph Matlaw—from Harvard  
Leave of Absence: V. Llorens—research  
Promotions: G. Markow-Totevy—Assistant Professor; Edward Sullivan—Professor and Chairman  
Retirement: Pierre Eristoff—13 years of service  
Return from Leave: Armond Hoog—from France
- Purdue University**, Lafayette, Indiana. Department of Modern Languages.  
Leave of Absence: George E. Smith—to complete work for Ph.D. (Danforth Grant)  
Promotions: Warren Hubbard—Associate Professor; Coleman R. Jeffers—Assistant Professor; Jay F. Minn—Assistant Professor; Maurice M. Ross—Assistant Professor; David G. Speer—Associate Professor  
Return from Leave: Robert V. Finney—from France; Earle S. Randall—from Netherlands (Fulbright Grant); S. Edgar Schmidt—Germany
- Queens College**, Flushing, New York. Departments of German and Romance Languages.  
Leave of Absence: Maria Boudreaux—sabbatical; Paolo Milano—writing, lecturing in Italy  
Promotions: Frederick F. Fales—Associate Professor; Jacques LeClerc—Professor  
Harold Lenz—Chairman of Department; Beatrice Patt—Assistant Professor
- University of Rhode Island**, Kingston, Rhode Island. Department of Languages.  
Appointment: Thomas Cassirer—fall semester—from Harvard University  
Leave of Absence: Henry Capasso—sabbatical, 1958–59—study in Italy  
Promotion: John Van Erde—Associate Professor
- Retirement: Raymond Maronpot—12 years of service
- The Rice Institute**, Houston, Texas. Department of German.  
Appointment: Herbert Lehnert—Visiting Lecturer—from University of Western Ontario  
Resignation: Joseph Alexis—to Davidson College
- University of Rochester**, Rochester, New York. Department of Foreign Languages.  
Appointment: Eduardo Betoret—Assistant Professor—from University of Tennessee  
Leave of Absence: William Clark—to complete a definitive edition of the works of Wieland  
Promotion: William Braun—Assistant Professor  
Return from Leave: L. Alfreda Hill—from France; Virgil Topazio—France and Switzerland
- Roosevelt University**, Chicago, Illinois. Department of Modern Languages.  
Promotions: Norma V. Fornaciari—Professor; Jesse Hiraoka—Assistant Professor; Rafael V. Martinez—Assistant Professor  
Retirement: Bertha Brommer—12 years of service
- City College of San Francisco**, San Francisco, California. Department of Foreign Languages.  
Retirement: Thomas A. Gabbert—30 years of service
- San Francisco College for Women**, San Francisco, California. Department of Foreign Languages.  
Appointment: Mother Helen McHugh—Assistant Professor—from Manhattanville College extension in Albany  
Leave of Absence: Mother M. Mapa—to Stanford University to complete work for Ph.D.
- San José State College**, San José, California. Department of Modern Languages.  
Appointments: Lionel R. Duisit—Assistant Professor—from Yale University; Francis Pann—Assistant Professor—from Army Language School, Monterey, California  
Leave of Absence: A. B. Gregory—spring semester 1958—travel  
Retirement: L. C. Newby—35 years of service
- Seton Hill College**, Greensburg, Pennsylvania. Department of French.  
Appointment: Leah Wolf—Assistant Professor—from Tucson, Arizona  
Return from Leave: Thomas A. Carey—from Spain
- Skidmore College**, Saratoga Springs, New York. Department of Romance Languages.  
Appointments: Edward Sarmiento—Visiting Professor—from University of Wales; Rudolf

Sturm—Assistant Professor—from Hershey Junior College  
 Leave of Absence: Clifford Gallant—study for doctorate  
 Promotion: Sonja Karsen—Chairman of Department  
 Resignation: Eunice Clark Smith—to Albany State Teachers College  
**Smith College**, Northampton, Massachusetts. Department of German.  
 Promotion: Marie Schnieders—Professor  
**University of South Carolina**, Columbia, South Carolina. Department of Foreign Languages.  
 Appointments: John G. Sullivan—Assistant Professor  
 Leave of Absence: F. C. Perry—Director, University of South Carolina Extension Center, Florence, South Carolina  
 Promotions: James W. Hassell—Professor; A. S. Hodge—Professor; Ruby M. Ott—Associate Professor; René Maurice Stéphan—Head of Department; Wilbur C. Zeigler—Professor  
**University of Southern California**, Los Angeles, California. Department of Spanish and Italian.  
 Appointment: Vladimir Honsa—Assistant Professor—from Marquette University  
 Leave of Absence: Laudelino Moreno—spring 1959—to study Hispanic influence in the Philippines  
 Resignation: Marcos A. Morinego—Director of Instituto de Filología, Buenos Aires  
 Return from Leave: Dwight L. Bolinger—from MLA project at University of Texas  
**State University of South Dakota**, Vermillion, South Dakota. Department of Modern Foreign Languages.  
 Leave of Absence: Leonard E. Arnaud—Fulbright Research Fellowship to Peru  
 Resignations: John E. Oyler—to University of New Brunswick; Ridhard H. Zakarian—to Bates College  
**Southern Illinois University**, Carbondale, Illinois. Department of Foreign Languages.  
 Resignation: Charles Brooke  
**State Teachers College**, Indiana, Pennsylvania. Department of Foreign Languages.  
 Appointment: Amelia Colom—Assistant Professor  
 Leave of Absence: Andrée Collard—teaching fellowship and work on doctorate at Radcliffe College  
 Return from Leave: Edward W. Bieghler—from Mexico  
**Sweet Briar College**, Sweet Briar, Virginia. Department of Modern Languages.  
 Appointments: Ernest Kirmann—from North-

field School for Girls; Marguerite Suárez-Murias—from Johns Hopkins Hospital  
 Leave of Absence: Peter Penzoldt—study in Europe  
 Promotion: John Rust—Associate Professor  
 Return from Leave: Arthur Bates—from France  
**Syracuse University**, Syracuse, New York. Department of Romance Languages.  
 Death: L. W. Crawford—October, 1957  
 Promotion: Otto Olivera—Associate Professor  
**University of Tampa**, Tampa, Florida. Department of Modern Languages.  
 Appointment: Carey DeWitt Aldrige  
 Leave of Absence: Eustasio Fernández—work on doctorate at University of Mexico  
**Temple University**, Philadelphia, Pennsylvania. Department of Foreign Languages.  
 Appointment: Irving F. Rothberg—Assistant Professor—from University of Connecticut  
 Promotion: T. E. DuVal, Jr.—Professor  
**Texas Christian University**, Fort Worth, Texas. Department of Foreign Languages.  
 Appointments: George D. Crow—Assistant Professor—Director, Bi-National Center Bogota Colombia; S. A.; John Parker—Assistant Professor—from University of Texas; R. C. Wyatt—Assistant Professor—from Troy State College  
 Death: Irene Huber—October 19, 1957  
**University of Texas**, Austin, Texas. Departments of Romance Languages and German.  
 Appointments: Miguel Enguñados—Assistant Professor—from University of Houston; Thomas B. Irving—Assistant Professor—University of Minnesota; Eric Lunding—Visiting Professor—from University of Aarhus; Sol Saporta—Visiting Assistant Professor—from Indiana University; A. D. Sellstrom—Assistant Professor—from Princeton University; Archer Taylor—Visiting Professor—from University of California  
 Leaves of Absence: Theodore Anderson—research grant for developing Spanish in elementary education; Joseph H. Matluck—Visiting Professor—to University of Puerto Rico; Helmut Rehder—second semester—research; Roger W. Shattuck—Fulbright and Guggenheim to France; A. L. Willson—first semester—research  
 Promotions: Roger W. Shattuck—Associate Professor; A. L. Willson—Assistant Professor  
 Return from Leave: George W. Ayer—from Paris; Leroy Shaw—from research in Austria, Germany and Switzerland  
**Texas Woman's University**, Denton, Texas. Department of Foreign Languages.

Appointment: Josef E. Ryberg—Assistant Professor—from Vanderbilt University  
**Transylvania College**, Lexington, Kentucky. Department of Modern Foreign Languages.

Appointment: Félicie Andersen—Assistant Professor—from Alliance Française, Paris

Leave of Absence: Marie-Anne Hameau—spend year in Paris to publish book

**Trinity College**, Hartford, Connecticut. Department of Romance Languages.

Promotions: Walter Leavitt—Associate Professor

**Union College**, Schenectady, New York. Department of Modern Languages.

Promotion: Hans Hainebach—Professor

**Upsala College**, East Orange, New Jersey. Department of Foreign Languages.

Promotion: Kathryn Wood—Chairman of Department

**Vassar College**, Poughkeepsie, New York. Departments of French, German and Spanish.

Appointment: Volkmar Sander—Assistant Professor—from Southern Methodist University  
 Leave of Absence: P. de Madariaga—travel and research

Promotions: Mary B. Corcoran—Assistant Professor; Ilse Hempel Lipschutz—Assistant Professor; Janet Ross—Associate Professor—Chairman of Department of French (1958–60)

Retirement: Ruth J. Hofrichter—28 years of service

**University of Vermont**, Burlington, Vermont. Department of Romance Languages.

Appointment: John G. Weiger—from Lawrence College

Leave of Absence: Malcolm S. Parker—to complete doctoral dissertation in France

**Wabash College**, Crawfordsville, Indiana, Department of German.

Appointment: John Russell—Assistant Professor—from Princeton University

Resignation: Karlo Oedingen—Visiting Associate Professor—(Fulbright) returns to Friedrich-Wilhelm-Gymnasium, Cologne, Germany

**University of Washington**, Seattle, Washington. Department of Romance Languages and German.

Appointment: Hugo Rodríguez-Alcalá—Associate Professor—from Rutgers University

Death: Curtis C. D. Vail—September 19, 1957

Leave of Absence: Abraham Keller—sabbatical year

Promotions: Cándido Ayllón—Assistant Professor; George C. Buck—Assistant Professor

Return from Leave: George C. Buck—Ful-

bright—Freiburg, Germany

**State College of Washington**, Pullman, Washington. Department of Foreign Languages.

Promotion: E. M. Sands—Assistant Professor

Return from Leave: R. B. Knox—from Spain  
**Washington University**, St. Louis, Missouri. Department of German.

Promotion: Liselotte Dieckmann—Professor

Resignation: James W. Marchand—to University of California (Berkeley)

**Wesleyan University**, Middletown, Connecticut. Department of German.

Leave of Absence: T. C. Dunham—study and research in Vienna

Return from Leave: Laurence E. Gemeinhardt—Fulbright research in Munich

**Western College**, Oxford, Ohio. Department of Foreign Languages.

Appointment: Maria Llona de Guzmán—Visiting Lecturer—from Universidad Técnica del Estado, Santiago de Chile; Francis Pascal—Associate Professor—from Texas Southern University

Promotion: Narka Nelson—Head of Department

Resignations: Erich Markel—to teach former specialty, law; Anita Martin—to Wilson College; Adonina Salce de Petzoldt—to return to Chile

**Western Michigan University**, Kalamazoo, Michigan. Department of Languages.

Appointment: Marilyn Lamond

Resignations: Frederick Trezevant—to return to Neuchâtel, Switzerland

**Western Reserve University**, Cleveland, Ohio. Department of German.

Resignation: Louise Kiefer—to Baldwin-Wallace College

**Wheaton College**, Norton, Massachusetts. Department of French.

Appointment: Mary Libby—Assistant Professor

Resignation: Loretta A. Wawrzyniak—to complete work for doctorate in Paris

Return from Leave: E. Dorothy Littlefield—study and travel

**Whittier College**, Whittier, California. Department of Modern Languages.

Resignation: James F. Marshall—to University of Wisconsin (Milwaukee)

**University of Wichita**, Wichita, Kansas. Department of Modern Languages.

Appointment: Ralph Fraser—Assistant Professor—from Illinois College

Promotion: Allan M. Cress—Associate Professor and Head of Department of German

Retirement: Jacquetta Downing—41 years of service

**Wilson College**, Chambersburg, Pennsylvania. Department of Modern Languages.

Appointment: Anita L. Martin—Professor—from Western College

Retirement: Cecilia V. Sargent—34 years of service

**The College of Wooster**, Wooster, Ohio. Department of Spanish.

Promotion: Charles L. Adams—Associate Professor

Return from Leave: Myron A. Peyton—from University of California (Berkeley)

**University of Wyoming**, Laramie, Wyoming. Department of Modern and Classical Languages

Leave of Absence: Werner A. Mueller—sabbatical leave in Germany (second semester)

**Yale University**, New Haven, Connecticut. De-

partments of Romance Languages and German.

Appointments: Daniel Poiron—Assistant Professor—from University of Paris; Angel Valbuena-Briones—Visiting Assistant Professor—from University of Wisconsin

Death: Hollon A. Farr—March 25, 1958

Leave of Absence: J. A. Buendía; Sergio Pacifici—Morse Fellowship

Promotions: Victor Bromberg—Associate Professor; Peter Demetz—Assistant Professor; Jacques Guicharnaud—Associate Professor; John Lihani—Assistant Professor

Resignations: Raymond Giraud—to Stanford University; Stephen Reckert—to University of Wales

Return from Leave: K. Reichardt—from Marburg, Germany

*Compiled by* WM. MARION MILLER

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### *Magazines for Friendship*

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### *Importing FL Teachers*

If there's a possibility of giving a year's employment in your local schools to a foreign teacher who might help with the language program, the person to contact is Thomas E. Cotner, Director, Educational Exchange and Training Branch, U. S. Office of Education (Washington 25, D. C.). His Branch administers exchange programs with 40 countries and dependencies in cooperation with the Department of State. Each applying foreign teacher who is selected receives a grant covering international travel and travel to your community and return; the school system is expected to set the teacher's pay according to the standard local salary schedule. This year 20 young applicants from France expressed special interest in teaching French to elementary school children. Write Mr. Cotner now for details.

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# Notes and News

## *An Exchange Teacher's Experiences in Swiss Secondary Schools*

The shortest and most realistic approach to an understanding of the educational ideals and distinctive teaching methods of a foreign country is by means of an appointment as an exchange teacher with a regular assignment as a full-time teacher in a foreign school system. By teaching the program that a native teacher would be assigned, one comes face to face with problems and experiences that might never have been foreseen. The understanding of the foreign boy and girl, his classroom reactions, his traditional patterns of thought and action can never be obtained by observing someone else teach these students; you must come to grips with them yourself day after day. Such an experience is very rewarding and gives one a deep insight into the psychology of the foreign people whose guest one is.

My observations are based upon a full school year's experience as a teacher of English in the official cantonal school system (secondary school level) of Lausanne, Switzerland. My youngest pupils were about thirteen years of age and the oldest about eighteen. They graduated from the schools where I taught, to go to the university to prepare themselves for their respective professions as teachers, businessmen, lawyers, doctors or engineers.

Swiss boys and girls have a school week of from forty to forty-eight classroom hours. In the spring term many classes begin as early as seven o'clock in the morning and some students, in order to reach school on time, have to leave their lake or mountain town homes as early as five o'clock in the morning and travel an hour to an hour and a half by train. School generally closes at five o'clock, but some special classes for seniors continue until seven o'clock. On Thursday and Saturday afternoon classes end at noon. This heavy schedule is imposed on the Swiss boy and girl by means of a triple discipline: religious, parental and a self-imposed conviction that without a thorough and substantial education, success in life is impossible. Competition is keen and although Switzerland is the most completely democratic country I have lived in, its government is not paternalistic nor soft in its treatment of youth or adults. It rewards its citizens with a good life and an equal opportunity to enjoy the comforts and advantages that Switzerland has to offer, but its citizens must work diligently for this reward. There is no extreme wealth in Switzerland nor any poverty. Such a goal, the Swiss boy and girl is apparently convinced, is worth working for, and they work hard to attain it. The forty to forty-eight hours in the classroom, the preparation required for these classes, seems to give the Swiss student more seriousness of purpose and more intellectual maturity than I have found in most of my students of the same age group in the United States. They also have a wider range of intellectual interests.

My teaching program consisted of four regular English

classes at the "Ecole supérieure de Commerce," two classes of composition and "explications de texte" at the "Collège classique" and two lectures per week on the History of English Literature at the "Gymnase." I was also asked to give some eighty to one hundred talks during the course of my stay to students at the "Gymnase" on different phases of life in the United States. These extra hours of lecturing came as a result of the absence of the regular Gymnase teachers called to perform their military duty. Since all male Swiss citizens up to the age of fifty at least are required to perform active military service for a limited period every year and no exemptions are allowed, it was natural that I, a foreigner, not subject to this law, should be called upon to replace those absent, whether professors of History, Science, Mathematics or the Classics.

In order not to impose topics about American life that might not interest these students, I asked them to choose their own and it seems to me that their choice was mature and wide in range. My method of approach was simple. When I met each of these classes, I asked them two questions: whether they wanted me to talk to them in French or English, and what they wanted me to talk about. There were many repetitions but, in spite of that, the topics were extremely varied and intelligent in choice. I recall the following. There were undoubtedly others. *Spiritual Life in America; American Schools of Engineering; Agriculture; The American Farmer and How He Lives; Baseball; The Place of Athletics in Secondary Schools; What Sports Interest Americans; What an American School Is Like; The Negro Question; The FBI; How an American Workman Works and Lives; The Average American's Standard of Living as Compared with a Swiss Workman's; American Political Parties; How Does the United States Solve Its Traffic Problems; American Railroads as Compared with European Railroads; The Origin and Growth of Jazz in America; What Is Hollywood Like; What Do You Mean by Progressive Education; The Role of Advertising in the United States; American Methods of Production; Contemporary American Literature.* I offered to talk about *American Architecture, American Art and American Music*, but was told by my Swiss students that there was no architecture nor art in the United States and no music except jazz. When I told them how many symphony orchestras there were in the United States and the great number of concerts we attended they were astonished and thought I must be wrong. Without the cooperation of the State Department which generously sent me a veritable library of books and pamphlets to help me discuss such an extensive program, I should never have been able to satisfy the demands of my students. From the questions they asked at the end of the hour and even after class and the requests

made to the principal for more such discussions I believe their interest was very genuine.

In contrast to these very alert and curious students at the "Gymnase" I found that my regular students in the First, Second, Third and Fourth Year English Classes were often inattentive, frequently even the best students whispered to each other and often seemed very weary. When I reprimanded them, they apologized and explained that their school hours were so long that they had very little time to sleep after they finished preparing their homework, and were consequently drowsy. If they chatted in class, they said it was because they had so little time to talk to their friends out of class, in spite of the fifteen minute daily recreation period. Actually less mature than most American boys of the same age, it seemed to me, they spent their fifteen minutes eating buns or bread and chocolate, wrestling with each other, pushing each other off benches, chasing each other and screeching. I found it difficult to reprimand them in class, they were sensitive to criticism and resentful in their first reactions; but the next day they were exemplary in their behaviour, and very friendly. Proof that their resentment was very temporary is that even now, after two years, I receive letters and cards from dozens of my former Swiss students.

But, even during the school year, the students were, on the whole, very friendly and kind. Many of them brought me books of poems and novels to read. When, before a short vacation, I asked what they would suggest as most worthwhile to see in Switzerland, they prepared a detailed itinerary for me with photographs of what they considered the most beautiful spots. They invited me to meetings of their literary and dramatic clubs and told me of art exhibits I ought to attend. Before I left for the United States, they gave me a list of all their names and addresses, and two of my classes gave me beautiful books of photographs covering all aspects of Swiss life, so that I would not forget my stay. I learned from them that because of the heavy school program they had little time for the movies, but they told me weekly what their generation thought the most worthwhile pictures. These were mostly European pictures, quite realistic and seldom of the happy ending variety. An American production of "Porgy and Bess" had come to Switzerland the year before I arrived. They were deeply impressed by it. They also liked the American musical "Carmen Jones." The String Quartet from the Juilliard School of Music and the concerts of the Boston Symphony Orchestra astonished them. They did not believe Americans capable of such fine interpretation of classical music nor of such technical skill. But their wild enthusiasm for the jazz singer, Louis Armstrong, made me feel that they believed his music more truly indicative of American taste.

Apart from these general cultural and psychological impressions, however, there were very definite lessons of a pedagogical nature, some of negative, some of positive value, that I learned. In Switzerland, the study of English is begun with a mastery of phonetic symbols. Every lesson in the grammar contains a short paragraph of connected sentences, the words of which are listed for study with their phonetic equivalents. These were to be learned at the rate of twelve to fifteen per day and every class began with a dictation of the French equivalent for each of these words,

which the students wrote both in English and phonetics. After this daily written exercise the students read orally the short text and answered questions given in English by the teacher. Since this paragraph had been memorized both for vocabulary and pronunciation, the answers seldom deviated from the text. About once a week a dictation of the whole paragraph was given, which the students followed by a phonetic transcription. The grammar of each lesson was presented through groups of model sentences and mastery of each point of grammar, tested by fill-in, substitution or transposition exercises. In the first year there were very few review translation exercises from the native tongue to English, and no daily translation exercises, as in most of our grammars. Every lesson contained at least one page of pronunciation based upon some vowel or consonant sound and its phonetic transcription in words and sentences. These numerous examples were for practice and memorization. Here and there in the forty-three lessons that comprised the first year text there were supplementary conversations and poems, for memorization, and a number of set dictations to be prepared at home.

The second year course followed the same general principles as the first year, except that the reading passages were longer, translation from the native tongue into English more frequent, and every lesson contained a number of idiomatic expressions used in sentences with an accompanying translation. These expressions, like the models illustrating the grammar in each lesson, were to be memorized. There were fewer exercises in pronunciation. These were replaced by exercises on the derivation of nouns and adjectives from verbs. In place of the short narratives of the first year, letters were introduced or units of information on different aspects of life in England. At the end of the second year grammar, there were some forty pages of short units of diversified reading.

The third year was devoted to a review of grammar, the study of idiomatic expressions, the translation of short themes of varying degrees of difficulty, from the native tongue into English and the reading, at the rate of not more than one page a day, of a text of the difficulty of the novel "Goodbye, Mr. Chips" or "The Old Man and the Sea." In theory, this concentrated study of one page was for oral questioning, but most frequently, it turned into a translation exercise. When I assigned a free composition on the reading assignment, I invariably received an almost exact reproduction of the page and a half the students had read in "Goodbye, Mr. Chips." However, by the end of the third year, the best students in my classes had a fair comprehension of oral English, if pronounced phonetically, that is according to what they termed *English* English as opposed to *American*. They were able to answer questions in English, within the limits of the material covered in the grammar texts they had studied. They also imitated relatively well the phonetic pronunciation of words as they had learned them in their grammars. I must admit that I could not always understand the words pronounced, nor the meaning of the sentence spoken, but the same is often true of the efforts of our third year high school students of French.

The fourth year recitation was quite formal. The daily assignment in "The Call of the Wild" or "The Mad Miller of Wareham" was never supposed to exceed a page and a

half. I was requested to conduct my class in the following manner. One boy was called upon to recite; he started by reading the assigned passage in English, followed it by a summary in English, gave synonyms in English for all the difficult words in the text, and finally answered questions in English, based upon the reading. If there was any time left, the better boys at this fourth year level would start a very fluent though not always absolutely correct discussion of varied subjects, which they usually suggested themselves. Some of the topics that I remember were: Jazz, which interested them very much, and whose history they knew extremely well in almost every detail; Swiss architecture, especially the contemporary architecture of Le Corbusier, whose ideas they felt were influencing America; and finally the question of parental authority and parent-adolescent relations. In this class free compositions were written about once a week on a theme based upon the reading or upon a topic they suggested, such as American baseball, or School Sports in the United States, which they had asked me to talk about. Their vocabulary seemed quite adequate to handle these varied subjects, their ideas were always well organized, but they had difficulty in using the past tenses of verbs correctly.

At the fifth year level the lectures on English Literature had to be delivered slowly to be understood, proper names, unusual titles and difficult words I used, had to be written on the board, but the lectures were sufficiently well understood for the students to take notes in English and use them as a basis for the rewriting of the contents of each lecture, which they handed in at the next lecture hour for correction. Here again, the most frequent mistakes were in the use of past tenses of verbs or word order. On the whole, this written work compared in quality to what used to be expected of a college sophomore with a background of three years of high school French and one year of college French, one who had had his basic training in oral and written French.

In brief, from the point of view of linguistic proficiency, five years study of English in Switzerland and five years study of French in the United States, if completed with a fourfold objective, produce about the same results. The American student has read more pages of text, but he has digested them less thoroughly than the Swiss student; he has learned to express himself more fluently but less accurately; he has learned to pronounce less precisely, less carefully, less scientifically, but in class, at least he seems less timid, if he speaks at all. The Swiss student who wishes really to perfect himself goes to England for a year and returns speaking almost faultless English. He has, it seems to me, a sounder scientific basis on which to build. The American student after his Junior Year abroad, if he has a good ear, will usually pronounce quite well but there will almost always remain a few structural and phonetic weaknesses that he cannot seem to overcome. I believe, however, that our use of tapes, the application of the findings of the linguistic scientists to teaching in our secondary schools and

even in our elementary schools, the application of newer techniques with a sounder scientific basis, are doing much, and will do more to improve our results in modern language teaching.

Another point of interest to me was the administrative methods of checking each teacher's proficiency and conscientiousness. In theory, every teacher was free to use any method he chose in class, and proceed at any pace he thought wise, but every few weeks a notebook was circulated by the principal, in which each teacher was asked to report exactly what progress he had made with his classes. As he wrote down what he had accomplished with his classes he could observe what progress other teachers had made with theirs, and compare. The principal, of course, by looking over the book could easily make comparisons without any classroom visits. The schools also required teachers to give periodic tests. These tests, as well as the answers written by the students and corrected by the teacher, had to be filed in the principal's office. This served as another check upon the efficiency of the work done by each teacher and the effectiveness of his teaching. For the terminal examination, several instructors teaching the same course were called upon by the principal to prepare questions to be submitted to the office. These anonymous questions were then examined by a committee and the best chosen to make up the two or three hour final examination. After the students had taken their examination, each instructor corrected the papers. The corrected paper was then rechecked and re-marked, not merely reviewed, by two other instructors and a final grade decided upon by a committee appointed by the principal, or by the principal himself. Every terminal examination had an oral as well as a written section. To insure impartiality, the oral part was judged by a committee of three, one member of which was usually an outsider, a teacher from another school or in the case of the English examination, the English or American consul.

The Swiss system, like all systems of education, has its defects, the most serious perhaps, from the American point of view, being the creation in the student's mind of an exaggerated concern over marks. But it produces a serious citizen with a high sense of responsibility towards his work and towards his country, a respect for learning and for the teacher who represents culture, and finally it develops a man intellectually alive who seems anxious to learn as much as he can about the world in which he lives, both far and near. He is not insular, his mind is open, he wants to learn all he can about other countries and their way of life and whenever he has the means, he tries to travel abroad, modestly, to nearby countries, at first, but eventually farther away, to Africa, Russia, the United States and Australia.

EDMOND A. MÉRAS

*Phillips Exeter Academy*

## *The Modern Foreign Language Association of Virginia*

The Modern Foreign Language Association of Virginia held its annual meeting on November 1, 1958, in Richmond, Virginia.

Officers elected for the next two year term were:

**President:** Dr. Frank E. Snow, Roanoke College, Salem, Va.

**Vice President:** Dr. John Rust, Sweet Briar College, Sweet Briar, Virginia

**Secretary-Treasurer:** Mr. Charles Wiltshire, John Marshall High School, Richmond, Va.

The highlights of the business session were:

1. Dr. Davis Y. Paschall, State Superintendent of Schools, had replied very favorably to resolutions sent him requesting that (1) plans be made to further promote the instruction in languages in the lowest possible grade and to carry it through to graduation (2) that the State Department reexamine the requirements for certification of language teachers and make plans to encourage young people to enter this field.

2. Dr. E. B. Hamer, Chairman of the State Tournament

Committee, reported 2184 students participating and many making satisfactory scores.

The address of the morning session, "Economic Conditions in Russia," was given by Mr. Lewis Powell, Chairman of the Richmond School Board. Following a luncheon at Nick's House of Steaks, Dr. Henry Grattan Doyle, Secretary Treasurer of The National Federation of Modern Language Teachers Associations, gave an address, "Languages for the Atomic Age and Every Age." His keen sense of humor, perfect understanding of the purposes and methods used in language teaching, and enthusiasm for the work was inspiring to everyone. We realized anew that the basic purpose of language instruction is the promotion of brotherhood among the nations of the world who have one God and Father of us all.

Among distinguished guests was Miss Virginia E. Lewis, Director of Professional Services, Virginia Education Association.

Respectfully submitted,  
(Mrs.) LUCILLE KERSEY,  
Retiring Secretary-Treasurer

## *An Open Letter to a Colleague*

I feel that I must write you a letter, though how to say what I want to say is not clear as I begin.

I do not wish to be dogmatic, nor even in any sense unduly positive. We foreign-language specialists and teachers, by reason of our varied upbringings and experiences, naturally differ among ourselves regarding ways and means, and quarreling is not apt to alter our settled outlooks in any notable fashion. But I do wish you to know that I read your article in *MLJ* very carefully, and that it rubbed me violently "the wrong way."

In the first place, I do not like to feel in despair, and that is exactly how your words made me feel. If the health and salvation of foreign languages among us is to wait for the cultivation in sufficient quantity of teachers with the superlative, all-embracing qualities you outline, and if there is no other remedy, then we are indeed in for a long, long night.

Your haughty disdain of plodding translations, of literary readings, and of what you call "a grammar approach" struck me amidsthips.

I see no great satisfaction in the study of a foreign language if I do not come through with a rather thorough understanding of it. What a bore to repeat after an instructor, day after day, the more or less vacuous informations and sentiments that collect densely within the covers of the "conversation" texts! What a volume of words the student must surmount if there is to be any semblance of variety in the colloquies! Half-acquired word-stock becomes obsolete in his mind as he moves into the range of one centered on some new situation or project. And he is so dependent on instructorial guidance that he is afraid to attack alone the pronunciation of any new word, however simple the general rules of pronunciation. Naturally the enthusiasm of the unlettered mob is for talking the language. They do not comprehend the call for anything else. But when they find that anything like sufficiency here is

painfully slow of acquisition, they slip and slide out of class, or else remain there depressed and depressing.

In connection with direct-method insistence, I think of another phase of our foreign-language effort, though this is far removed from "directness." A student of biology, for example, is told by the catalogue or by his instructors that he should take Scientific German. So he goes in for the necessary grammar, and worries with the German-English equivalents for things scientific. Is there any worse way of trying to approach the live vitals of a language? One's heart must go out to people who try to learn something about a language by studying it, not truly as a language, but as something designed strictly for limited utilitarian ends. Such an effort, though not allied visibly with the unmodified oral-aural principle, has yet results undistinguishable therefrom.

I feel with Mr. Colley F. Sparkman (in an article of long ago in *MLJ*) that, at least here in America for the present and a long time to come, a foreign language must be "spliced onto" one's own English. But we do not learn English in a broad or deep sense in our high schools, and there is therefore little substance on which to do this "splicing" in college and university. This circumstance brings about a condition requiring the teaching of English and the foreign language simultaneously. Ignoring the fact that the English level is very low, and essaying to build up an independent efficiency in dealing with the delicate warp and woof of a foreign language in spite of that fact, cannot have any but doleful results, however qualified linguistically and psychologically the teacher may be.

And how can we arrive at understanding and appreciation of English in the necessary quality and quantity without the Latin discipline? From the standpoint of mere fun, there is more of that in attacking the Latin, and absorbing thereby the benefits for English vocabulary and structure through the pores of the skin, as it were, than in pursuing

English head-on in a vacuum, learning word-lists, memorizing synonyms, Latin elements, prefixes and suffixes. Naturally, the direct-English pursuit is not to be minimized. That has to go on at the same time with the Latin. Words must be parsed. Analysis of structure by diagrams is especially fine. But these processes are dull in the absence of sidelights and a sound general base, best acquired when and where those Latin indirections come into play.

I do not think that in your various writings you have ever mentioned Latin. The NEA and the progressive educationists can't bear to hear the word. And I suspect that the Department of State goes along with them, and not at all with me. The professional English journals can be searched in vain for sympathetic (or other) references to Latin. So also for *MLJ*, *Hispania*, and so on, for that matter. Recently WORD STUDY of G. and C. Merriam had many pages on a recommended approach to salvation in education that involved a sort of slavish utilization of the English dictionary. They too had not a word of any kind for Latin. But how do they expect young people without any Latin training to have concern for derivations and general distinction niceties?

Recently I expostulated with one of the editors of the *Christian Science Monitor* about what I thought was that paper's somewhat naive approbation of Roman banquets and the like in classics teaching, along with what seemed to me exaggerated hopes from direct-methodism in modern-foreign-language work. The reply denominated me as a "scholar," which I am not—though why being a scholar should remove one from the qualified ranks of critics of education is not at all clear.

We have got to make sure of our bases for foreign-language (and English) teaching before we can hope to raise up the necessary number of qualified teachers. The attitudes of most parents and nearly all the children need

to be changed. The latter must approach schooling and teachers with the same respect and intention as is manifested in Europe. The excrescences that have little to do with mental cultivation, and for which there is no time in the schools, will have to be scrapped.

We must have good students before we can have good teachers, not the other way around. The best teacher in the world can do little when confronted by an ultra-playful, or otherwise meanly-dispositioned clientele. English and foreign languages have got to *loom large* in the minds of parents and their offspring before high-school age is reached. What I should mainly like to see and hear is a cessation of this constant injunction from laymen to teachers that they throw their lives away upon unruly, undisciplined student bodies, and preaching instead to these latter on their own responsibilities and need of good-will and ambition.

I suspect that your writings do not meet with the fortunes, or rather misfortunes, that commonly attend mine. That is to say, you probably receive comments from the language-teaching fraternity on the ideas you propose. I can say rebellious things, and be met only with silence. It really seems to me that there ought to be more intercommunication among us. When I am strongly affected by an article, I like to write to its author, either in commendation or the reverse. Thus some one with suggestions that are manifestly thought-provoking may be encouraged not to let them die and be buried.

Incidentally, the classicists seem to be the only organized group to consider the whole language field. But the English and foreign-language specialists do not read their periodicals. As a matter of fact, they are fairly clannish within their own conclaves.

A. M. WITHERS

Virginia Polytechnic Institute

### *Foreign Language Enrollments in the Schools of New York City, October 1958*

The enrollments in foreign languages in the senior, junior, evening and vocational schools show an increase of 2½ per cent over last year. The total number of students in language classes is 169,893. Increases are shown by all languages except Hebrew, Latin, and Norwegian. The latter is taught in only one school (Bay Ridge).

The largest numerical increase is in French which now enrolls 59,616 students. Spanish, however, is still in the lead with 82,565 students. Italian is third with 12,241; it shows a slight gain over last year. German has an enrollment of 5617.

Latin has been dropping during the last few years. Until last year Hebrew had made considerable gains; it has now declined by 4 per cent.

A newcomer is Russian. There are 25 students of this language in Stuyvesant High School and 82 at Charles E. Hughes Evening High School. On the whole, language registration in the evening school shows a decline, whereas the eight vocational schools offering a foreign language show an increase.

In addition, there are about a thousand pupils in the 5th and 6th grades of 30 elementary schools receiving

instruction in French or Spanish.

The figures in detail are as follows:

	October '57	October '58	Gain or Loss Number Per Cent	
French.....	56,550	59,616	3,066	5
German.....	5,049	5,617	568	11
Hebrew.....	5,015	4,819	-196	-4
Italian.....	12,174	12,241	67	0½
Latin.....	4,943	4,752	-191	-4
Spanish.....	81,492	82,565	1,073	1
Greek.....	3	3		
Norwegian.....	78	45	-33	-42
Russian.....		107		
General Language..	262	128	-134	-51
	165,566	169,893	4,327	2½

THEODORE HUEBENER

Board of Education  
New York, N.Y.

## Book Reviews

EDDY, FREDERICK D., et al. *French for Children. German for Children. Italian for Children. Spanish for Children.* (HRS Junior Language Hi-Fi Courses.) Baltimore: Ottenheimer, Publishers, 1957.

Professor Eddy and an impressive professional staff, which includes five associate editors and two consultants, have collaborated to produce a series of courses making use of modern pedagogical principles based on the collective experience and knowledge of these educators. Although reviews of the Spanish and French sets have already appeared, our concern here is less with the individual sets than with observations covering the entire series.

Each course consists of two 10-inch 33 $\frac{1}{3}$  RPM records, individually wrapped, and an illustrated 8x10-inch booklet, all stored in a brightly-colored album box. A brief introduction is followed by twelve units, each of approximately five minutes playing time. The French set is supplemented by a fable (*Le Corbeau et le Renard*) and the Spanish by two rhymes and two songs; the Italian set promises a rhyme and proverbs, but no such section appears on the record. The recordings are acoustically of the highest caliber.

The illustrated manuals each contain 32 pages and are organized as follows: 1) an introductory section for both adults and children; 2) the English equivalents of the foreign language dialogues; 3) twelve color sketches, each illustrating a dialogue; 4) the dialogue texts in the foreign language; and 5) a six-page alphabetical "Phrase Index," listing English "Key Words" destined to bring to mind the corresponding foreign language expression.

The dialogues bear the following titles (using the Italian as a model, the others being the same except for personal and language names): *Mary and Victor Get Acquainted, Our Dog Spot, Our Cat Boots, Mary's Family, Let's Count in Italian, Put on Your Sweater, A Birthday Party, Victor's Sick, Doctor's Orders, Breakfast for Victor, A Date for the Movies, and Dinner's Ready.* The same six characters, i.e., boy, girl, father, mother, uncle, and doctor, recur in each language set, for the dialogue situations are essentially identical, insofar as is culturally and linguistically consistent.

The subject matter is of unquestionable interest to children, if present-day FLES syllabi furnish any indication. The close correlation suggests a possible use of these records as an adjunct to existing FLES programs. Further, the dialogues follow one another in cause-effect and temporal relationships. Contextual meaning is thus given to such vocabulary items as the days of the week, for example, whereas a sequential listing by itself would have been much less effective. The records make use of both devices.

The corpus of each unit is presented mainly through

short conversational dialogues which consist of from five to thirteen contextually related but structurally independent utterances. Each dialogue is manipulated in three different ways. At the first hearing the sequence is as follows:

Announcer:

What's your name?

Maria:

Come ti chiami? (Space for repetition)

Come (Space for repetition)

ti chiami? (Space for repetition)

Come (Space for repetition)

ti chiami? (Space for repetition)

Come ti chiami? (Space for repetition)

This procedure may be termed Dialogue for Memorization. With very few exceptions there is no gross perceptual difference in the speed or manner of delivery between the whole utterance and its partials. It is to be noted also that the initial direction is always from the utterance to the partial, i.e., from the context to the forms, utilizing a principle fundamental to intensive language courses.

The second presentation might well be labeled Dialogue for Listening, for the dialogue is spoken this time without English, without partials, and without spaces for repetition. The learner is here given the opportunity to hear the utterances as they would occur in a natural conversation.

One may term the third step Dialogue for Review. It consists of the complete utterances with space for repetition after each one. At this stage the child should be able to produce the sentences without reference to English or partials, since both are construed as aids and not aims. These three sections constitute the core of each unit.

Beginning with Unit 3, a fourth part is added. Conversations, using only utterances previously studied, but in different sequences, are offered for comprehension. These passages are masterfully contrived, for they give the illusion of free conversation being overheard while practically guaranteeing understanding if the child has learned to produce all that has gone before. They may thus serve as a check on the child's progress. Occasional gentle reminders in English on the records inform the child that if he has not understood everything in the conversation, he must go over the preceding units again. Adults would perhaps be better guided if the presentation scheme for the units had been explained in detail in the manual.

Some material is introduced outside the dialogues; beginning with Unit 10, narrative sentences, conversational in style but not themselves conversation, set the scene for each dialogue.

For all four languages the editors have chosen to introduce both familiar and formal second-person forms, the formal first occurring in Unit 9. Their decision points up the

authenticity of the material, since children who speak these languages natively have complete control of both patterns and do not confuse them.

All the speakers on all the records speak a standard dialect. Their voices are always distinctive; the listener is always sure which person is speaking. Their complete utterances range in length from one to twelve syllables, with relatively short utterances as the norm and no partial of more than five syllables. There is sound linguistic justification for each choice that the editors have made with regard to speed (natural), style (child speech), and English "translations" (really equivalences).

If the reactions of my own and neighbors' children suffice as evidence, these record sets should delight children of ages 7 to 14, for whom they are intended, but they can be most profitably used only with adult guidance. Mere listening will not do the trick, but practice of each unit to the degree of total automatic mastery can teach a child as many utterances and frames as a one-year FLES course. FLES teachers who are not native speakers could benefit from these records since they serve as models for children. Teachers at all levels will be impressed by differences between the kind of language they are teaching and the variety that children use in real-life, meaningful, everyday situations. From this point of view the entire series is authentically impressive and refreshing, the best of its kind available today.

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A. TORRES-RÍOSEO. *Ensayos sobre literatura latinoamericana*. Segunda serie. University of California Press. Berkeley and Los Angeles. 1958. 204 páginas.

Este nuevo libro de Torres RíoSEO, impreso y hecho en México con el acostumbrado esmero por el Fondo de Cultura Económica, contiene variados temas literarios y culturales circunscritos no tan sólo a la América de habla española sino también al Brasil. Los ensayos se agrupan en cuatro conjuntos: 1-Temas literarios, 2-Temas culturales, 3-Poesía y 4-Prosa.

Entre los estudios literarios figura un fino ensayo sobre José Martí, que presenta más diáfana, en su carácter de transición, la obra poética de este precursor del Modernismo. Hallamos a continuación un estudio, dedicado a Alfonso Reyes, sobre el poeta mexicano Salvador Díaz Mirón, la singular personalidad del poeta veracruzano se perfila señera, original y potente en el relato anecdótico y sabroso de una entrevista. Siguen dos semblanzas de críticos chilenos: José Toribio Medina, erudito bibliógrafo, investigador de la historia literaria de Chile, cuya voluminosa obra sigue constituyendo fuente de información para los estudiosos de las letras hispanoamericanas. El segundo autor tratado es Ernesto Montenegro, "el mejor crítico de Chile" a quien, no obstante, T.R. aconseja alejarse de Santiago para salvaguardar la independencia de criterio en peligro de malograrse. Las "Divagaciones sobre la literatura colombiana" están penetradas de fineza de juicio y elegancia en el trato de los escritores colombianos; la mesura y hombría de bien del autor penetran la situación y se esta-

blecen vínculos de interés y simpatía a los que el lector no puede mantenerse ajeno. Es un estudio detallado de individualidades y obras; y de nuevo, como en tantas páginas del libro, la nota personal del autor matiza el tema, por gracia de las vivencias del maestro ante los hombres y sus trabajos, el lector se halla inmerso en una realidad que tiene mucho de objetiva, y, muchísimo, ¡loado sea el Señor! de la personal de T.R. Los ensayos VI y VII están dedicados a dos autores de lengua portuguesa: Graciliano Ramos, el novelista brasileño, iconoclasta, solitario y desesperado; y Manuel Bandeira, el poeta de Recife, añoso y joven, esencialmente independiente en su orientación estética. Sigue un corto estudio comparativo entre "A Rebours" de Huysmans y dos sonetos de Julián del Casal, y, IX, "Notas sobre la influencia de los Estados Unidos en nuestra literatura," aquí previene T.R. al investigador contra conclusiones ingenuas, lo discutible y relativo de ciertas tesis y la dificultad de establecer una influencia basada en semejanzas, cuando éstas responden al gusto generalizado de una época o a meras coincidencias. Para que pueda darse en verdad influencia, T.R. apunta como requisito necesario, el predominio intelectual de una cultura sobre otra y afinidad de sensibilidades entre uno y otro grupo. Dedica un párrafo a Henríquez Ureña, gran conocedor de la literatura norteamericana, otro al caso de Walt Whitman, y al de Edgar Allan Poe, a Mallea, portador de "un extraño deseo de ser influido," a los mexicanos, Salvador Novo y Xavier Villaurrutia, y al cubano, José Antonio Portuondo; el último párrafo lo dedica a las traducciones de la literatura norteamericana y a la popularidad de que goza esta literatura; consigna el hecho de que en el pasado siglo se tradujeron sólo los grandes nombres, hoy día, empero, ha adquirido una inmensa difusión; junto a la versión de obras de primer orden, está la plaga de escritores "populares," de dudosa valía literaria.

Con el ensayo "Libertad de expresión en las Américas" se inicia la segunda serie de estudios, los temas culturales. En el primero se enfoca el problema desde el punto de vista comparado, con indicación de factores que propulsan el desarrollo de la expresión artística—independencia económica del escritor en los E.E.U.U., tradición humanística de la élite hispanoamericana, la labor civilizadora de la Iglesia en el siglo XVI, su contribución al florecimiento de las artes en el Nuevo Mundo, a la aportación indígena al arte barroco, con la conclusión de que "ni la Iglesia ni la Corona constituyeron obstáculo insuperable para la libertad de la expresión artística, aun cuando ambas instituciones retardaron a veces su desarrollo," alude asimismo al racionalismo del siglo XVIII, y a los sueños de libertad, progreso y democracia que cuajan en las constituciones de las nuevas repúblicas, a la fé en el poder de la palabra. Termina T.R. con acento optimista: "El hecho de contar con libertad ha sido de incalculable valor para el desarrollo del esfuerzo intelectual, en la literatura y en las Artes," y concluye el párrafo, al parecer, con igual disposición, al estimar que: "Esta afirmación de libre albedrío, esta posibilidad de abstenerse de la lucha social es una de las manifestaciones más categóricas de que la libertad ha existido y existe en el continente." La salvedad que hace el autor comporta tal gravedad que huelga todo comentario. Entre los factores que impiden el desarrollo artístico en el con-

tinente cita T.R., para los E.E.U.U., el puritanismo, enemigo de las artes, y el sistema igualitario de instrucción pública, para Hispanoamérica: La Iglesia, a pesar de su alto nivel cultural y su tolerancia en asuntos de moral, la falta de libertad política, el caudillismo, la dictadura; calamidades que por reacción engendran figuras egregias. El punto tercero y último del ensayo trata de las artes como factor en la liberación del hombre, T.R. termina diciendo que la actual realidad artística de Hispanoamérica hay que sentirla como una lucha por la libertad, pues luchar por la libertad es luchar por preservar la belleza; previene contra el peligro de la falsa tendencia vulgarizadora, ese justo medio de la mediocridad y el de la propaganda en el arte; reconoce la predisposición innata del hispanoamericano a gozar de la belleza y observa que los artistas han encontrado al hombre nuevo y a su ambiente, conscientes de que con ellos se está creando "la raza cósmica" del porvenir; ve T.R. en los intelectuales y artistas de América a los forjadores de la verdadera democracia. Este ensayo, como el siguiente "Conocimiento y desconocimiento de la América Latina en los Estados Unidos," está escrito con profundo conocimiento de los problemas tratados y con emoción contenida, y con el alto concepto de universalidad americana que se inserta en una tradición y arranca de los pensadores de la Independencia. En el artículo dedicado a Muñoz Meany se dibuja la figura insigne del maestro guatemalteco y lo embarga una suave tristeza por el amigo desaparecido. La respuesta a Giovanni Papini es contundente y muy discreta.

La parte dedicada a Poesía contiene seis breves reseñas sobre: Julián del Casal como precursor del Modernismo, en cuanto que su obra quedó truncada, sin haber alcanzado el punto de evolución que permita considerarlo como un modernista propiamente tal. Siguen estudios sobre Herrera Reissig, José Eustasio Rivera, César Vallejo, Torres Bodet, Guadalupe Amor. Constituyen igualmente reseñas los ensayos incluidos en la sección dedicada a Prosa: a propósito del libro, *Proceso y contenido de la novela hispanoamericana* de Luis Alberto Sánchez, T.R. propone un sistema de clasificación más sencillo y de acuerdo con su enfoque de la cuestión. Señala asimismo las dificultades que implica el método adoptado por Anderson Imbert en *La historia de la literatura hispanoamericana*. Dedicada dos estudios a María Luisa Bombal y el último a la novela *Gran señor y rajadiablos* de Eduardo Barrios.

Los textos aducidos, insertos con finalidad ilustrativa, se leen con renovado interés, tras el comentario, al que T.R. concede a veces dimensiones y alcance de explicación de texto. Se manifiesta a cada instante esa vena humana, siempre latente en T.R. Las individualidades se destacan con acusado relieve en el dato episódico y jugoso de un recuerdo o de la experiencia estética del autor; noticias, enfoques, matizaciones y juicios se entrecruzan y confunden, en ello radica la extraordinaria humanidad de las semblanzas trazadas, su ineludible atractivo, y es difícil descubrir qué suscita más nuestro interés, si las personas y obras objeto del estudio de Torres-Rioseco, o la sensibilidad del autor que, con sentimiento tan cordial y fineza de espíritu, ha calado en los hombres y en los problemas, para ofrecernos este libro.

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M. L. PODVESKO, *Ukrajins'ko-anhlijs'kyj slovnyk*, vydannja druhe, vypravlene i dopovnene. Kyiv: Radjans'ka škola, 1957, pp. 1018. Price about \$2.50.

Thoroughly revised and enlarged, the second edition of the *Ukrajins'ko-anhlijs'kyj slovnyk* by M. L. Podvesko contains about 60,000 Ukrainian words and their English equivalents. As the compiler states in his foreword, preference is given to the words which are actually "used in both literary and colloquial languages." Consequently, archaisms and rare words as well as strictly specialized terms are not listed in the dictionary. Instead, much attention is given to the rich variety of idiomatic expressions and phrases in Ukrainian and their English equivalents. In this respect, the second edition is considerably better than the first one published in 1952.

An English-speaking person may use Podvesko's dictionary as an authoritative source for study of the Ukrainian language. Our objection, however, is against the Russian spelling of the Ukrainian geographical names in the English part of the dictionary, under the obvious pressure of the Kremlin policy, which consistently pursues the process of Russification of the Ukrainian language. This policy is so flexible that it varies from severe uprooting of pure Ukrainian words and their derivatives to certain uses of them at times, due to strong national movements—especially among Ukrainians—within the U.S.S.R. Therefore Podvesko does not use the Ukrainian spelling but the Russian. As a result, Ukrainian geographical names lose their purity and sound like the Russian ones. Here are just a few of them.

Russian forms listed by Podvesko	Pure Ukrainian forms used in the English-speaking world
Kiev	Kyiv (pronounced: Ký-yeew, "i" like in "yield")
Kharkov	Kharkiv (pron.: Khár-keew, "i" like in "eat")
Zaporozhskaya Sech	Zaporozka Sich (the latter is pron.: seech, "i" like in "reach")
Bukovina	Bukovyna ("i" like in "in")

Consequently, a foreigner will learn not the proper Ukrainian form, which is actually used in Ukraine now, but the Russian one. Probably, the Kremlin policy toward Ukrainian caused the omission of many Ukrainian geographical names in the dictionary, such as Lviv, Zaporizhya, Kryvy Rih and others. We wonder also why Poltava, Odessa, Yalta and other important Ukrainian place names are not listed at all.

With the exception of these and some other shortcomings, Podvesko's *Ukrajins'ko-anhlijs'kyj slovnyk* is quite good. Intended "for the use of students, teachers, interpreters, journalists and specialists in various fields of knowledge" (p. 2), this dictionary will successfully serve its purpose. Many proverbs and sayings with their English equivalents considerably increase its value.

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*An Intensive Course in English.* By the English Institute Staff, ROBERT LADO, Director; CHARLES C. FRIES, Consultant. Ann Arbor: The University of Michigan Press.

*English Sentence Patterns.* Rev. ed., 1958, pp. xvii+324.

*English Pattern Practices.* Rev. ed., 1958, pp. xxiv+338 and 16 charts.

*English Pronunciation.* 1954, pp. viii+196.

*Lessons in Vocabulary.* 1956, pp. iv+144.

*An Intensive Course in English* by the staff of the English Language Institute at the University of Michigan incorporates the results of over fifteen years of experience in the application of the findings of linguistic science to the teaching of English as a foreign language. The association of the language teacher and the linguistic scientist, often in the same person at the Institute, has been mutually beneficial. The excellence of the English teaching materials which were produced by the teacher-linguist teamwork argues for like collaboration in the development of materials for the teaching of other languages.

The founder and director of the English Language Institute from 1941-56 was the eminent teacher (*Teaching and Learning English as a Foreign Language*, 1945) and scholar in the field of English linguistics (*American English Grammar*, 1940; *The Structure of English*, 1952), Charles C. Fries. The list of language teachers who worked on the content of the Institute's intensive English course under his direction and that of his successor, Robert Lado (*Linguistics across Cultures*, 1957), is long; their influence on English teaching has been world-wide. The students, who literally learn English at the Institute, spend some five hours a day in English classes for a period of from two to four months. For the most part their native language is Spanish and they have had some exposure to English in the secondary schools of their native country. After they complete the course they usually go on to study at another American university or college.

The four 6×9 offset volumes making up *An Intensive Course in English* are used concurrently at the Institute, although the subject matter of each is treated in a separate class. Each volume contains about thirty-five lessons. The

lessons were developed with the Spanish-speaking student in mind, but they have also been used with students of non-Spanish background. *English Sentence Patterns*, the grammar book, is designed to teach the student to speak and understand English sentences through practice with the important grammatical patterns of the language. Lesson XI, for example, deals with *can*, *should*, *must*, *will*, *might* in such patterns as *I can read English* or *Can you practice now?* and with patterns of connected statements like *John can't go and I can't either* or *Mary can go and Betty can too*. Closely coordinated with *English Sentence Patterns* is the volume *English Pattern Practices* with the explanatory subtitle "establishing the patterns as habits." Its copious exercises aim to reduce to habit the grammatical patterns already consciously understood and practiced, and to integrate them with the material from the pronunciation and vocabulary building sections.

*English Pronunciation*, based on Kenneth L. Pike's phonemic analysis of English, contains exercises and data directed toward giving the Spanish-speaking student a working knowledge of the English sound system, including intonation and rhythm patterns. Extensive use is made of drills with minimally contrasting words (*cut / cot, luck / lock*) written in a phonemic alphabet with one symbol for each significant sound unit. Sentences too are written in the phonemic alphabet with intonation marked. The *Lessons in Vocabulary* aims to make selected groups of English words meaningful to the student by attaching them to his experience, rather than to the words of his native language. Pictures, self-defining sentences and longer passages, actions by the teacher are used for vocabulary presentation; conversations and various kinds of vocabulary drills are used for student practice.

Perusal of the introductory remarks, the organization and arrangement, the presentation of language data, the exercises and drills of the volumes of *An Intensive Course in English* will provide all foreign language teachers with new insights into the problems of teaching grammar, pronunciation, and vocabulary. They will also learn more about English than they could by practically any other means. This too will aid their foreign language teaching.

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### Language Training Aids

LANGUAGE TRAINING AIDS has announced a new, 30-page catalog of realia for foreign language teaching. Thirty-nine different languages are listed, including recorded materials and texts for teaching English as a foreign language. The listings include phonograph recordings, tape recordings, slides, filmstrips and flashcards. Included in the catalog is a section containing equipment for large language laboratories and inexpensive equipment to set up a small laboratory in the classroom. Instructors and libraries can obtain a free copy by writing to Language Training Aids, Language Center, Boyds, Maryland.

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